

PARSER AND ANALYZER.

BY

FRANCIS A. MARCH.

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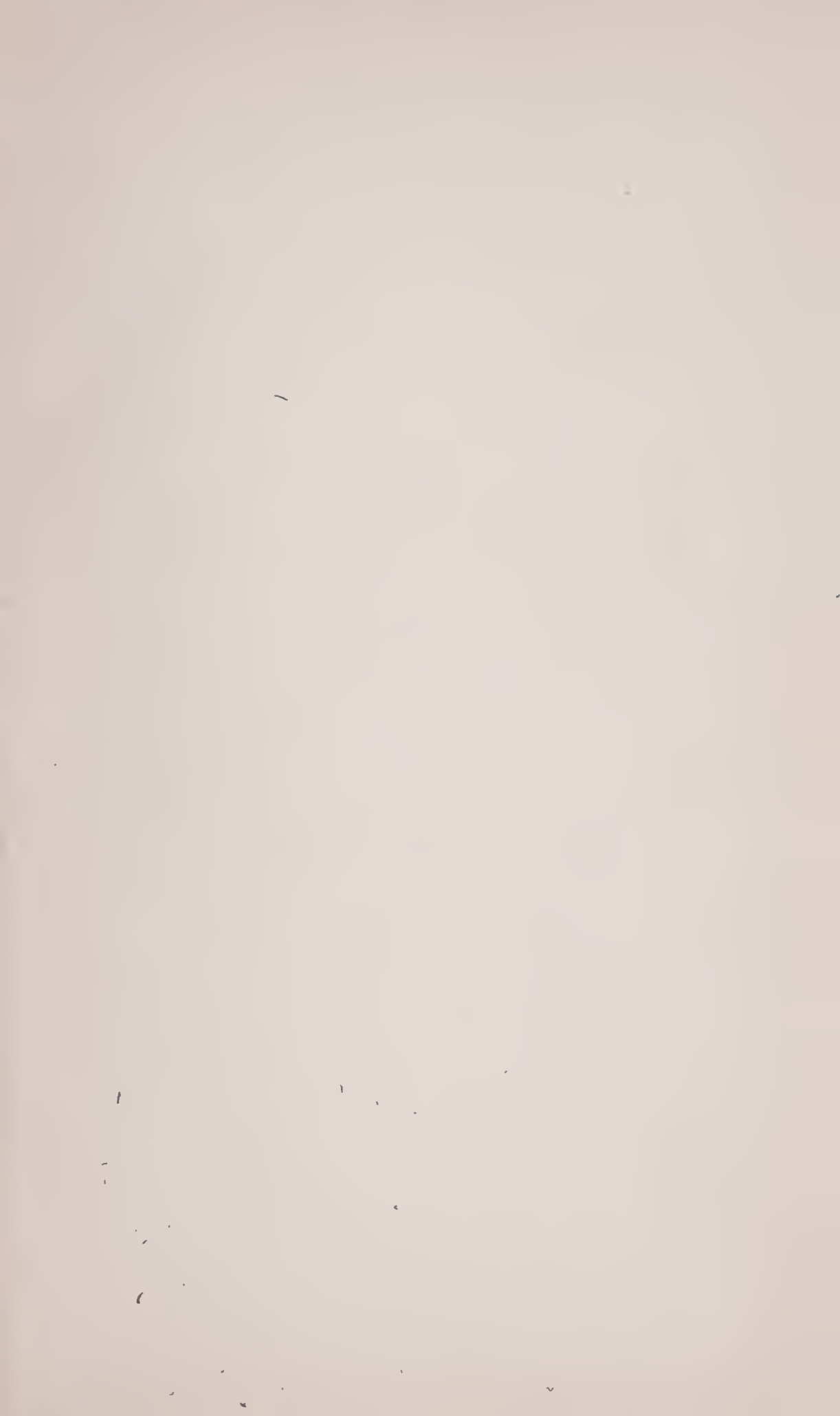
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UNITED STATES OF AMERICA.



A PARSER AND ANALYZER

FOR BEGINNERS

WITH
DIAGRAMS AND SUGGESTIVE PICTURES

BY
FRANCIS A. MARCH, LL. D.

PROFESSOR OF THE ENGLISH LANGUAGE AND COMPARATIVE PHILOLOGY IN LAFAYETTE COLLEGE, AUTHOR OF "METHOD OF PHILOLOGICAL STUDY OF THE ENGLISH LANGUAGE,"
"COMPARATIVE GRAMMAR OF THE ANGLO-SAXON LANGUAGE," ETC.



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P R E F A C E.

THIS book is made so as to train the pupil to see, hear, and think, as well as to remember rightly. The briefest accurate definitions and rules are given; the rest is problems which the pupil is to solve, and so work out the meaning and application of the definitions and rules. The exercises should be handed in on a slate or paper; then each pupil should go to the black-board and work out a part anew, and recite it from the board. The teacher should give abundant illustrations and explanations. To hear them fresh from living lips is a different thing from struggling through them in print. Minute directions to teachers will, however, be found all along.

The pictures furnish common objects to name and describe.

The diagram analysis will be found easy, stimulating, helpful every way. Most of the forms are like those which Professor R. S. Storrs, of Hartford, has worked out in teaching deaf-mutes. Teachers who use this book will join me, I am sure, in thanks.

The work is progressive. If it goes hard, review. Haste is waste. A live teacher may well find in two chapters enough for a first term.

Persons familiar with Professor S. W. Clark's Grammars will recognize the close resemblance of the system of diagrams in this book to that in his "English Grammar for Beginners" and "Normal Grammar." The use of the diagrams in this book is by his permission.

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DIAGRAMS.

SIGNS, predicative (|), 18; quasi-predicative ('), 65, 68, 70, 81; attributive (--), 22, 24; objective (\), 20; dative (\), 34; adverbial (=), 26, 34; words supplied (()), 58. For the parts of speech, use the former table. For connection of clauses, co-ordinate, 57; subordinate substantive, 78, 79, 82, 84; adjective, 75, 86; adverbial, 63, 70, 84; quasi-65, 68, 70, 81, 81.

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PARSER AND ANALYZER.

CHAPTER I.

NOUNS.

LESSON FIRST.

[Fowler's Common School Grammar, § 3.]

INTRODUCTORY EXERCISE WITHOUT BOOK.

1.—TEACHER. A noun is a name of a person, place, or thing. Is *door* a noun?

PUPIL. *Door* is a noun.

TEACHER. Why do you call it a noun?

PUPIL. Because it is a name.

TEACHER. What is its name of? Point out a door!

[The pupil should be made to go to the door and touch it, or at least direct his eye and finger toward it; and so in each of the following.]

2.—TEACHER. Is *window* a noun? Why? Point it out!

3.—TEACHER. Is *desk* a noun? Why? Point it out!

4.—TEACHER. Is *chair* a noun? Why? Point it out!

5.—TEACHER. Is *through* a noun?

PUPIL. *Through* is not a noun.

TEACHER. Why not?

PUPIL. It is not a name of any person, place, or thing.

TEACHER. Can no one point out something called a *through*?

6.—TEACHER. Is *book* a noun? Why? Show me a book!

7.—TEACHER. Is *of* a noun? Why not? Show me an *of*!

8.—TEACHER. Is *finger* a noun? Why? Show me a finger!

9.—TEACHER. Is *and* a noun? Why not? Show me something called an *and*!

10.—TEACHER. Is *hand* a noun? Why? Show me a hand!

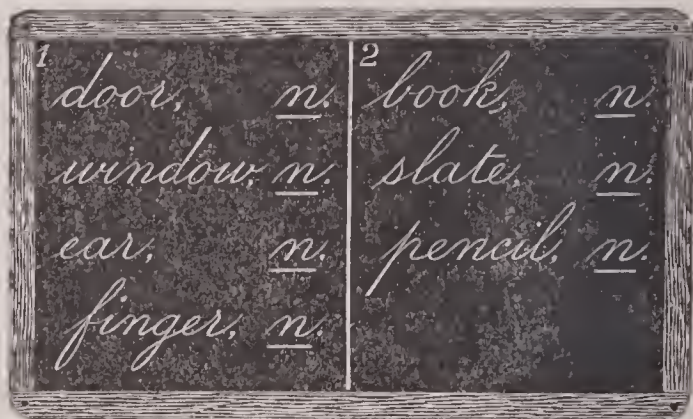
For the next lesson, learn by heart the large print at the beginning of Lesson Second, and write on your slates the answers to all the questions. I shall ask you to tell me *why*, and *point out*, just as I have to-day.

LESSON SECOND.

[Fowler's Common School Grammar, § 3.]

A NOUN is a NAME of a person, place, or thing.

1. Which of these words are nouns: *door, window, through,*



ear, of, finger? Write them one under another, and put after each *n.* for *noun*.

2. Write three nouns, names of things used in school.
3. Which are nouns of these: *finger, yet, book, is, thumb, eye, from?*
4. Write three nouns, names of parts of the head.
5. Write three nouns, names of articles of dress.
6. Which are nouns of these: *shoes, over, under, hair, bad, with, chin?*
7. Write three nouns, names of things to be pointed out in the picture at the right.
8. Which are nouns of these: *wedge, up, down, hammer, stump, swift, is.*
9. Write three nouns, names of parts of the hand.
10. Write three nouns, names of persons in school.
11. Which are nouns of these: *finger, thumb, was, mallet, if, palm, fist?*
12. Write two nouns, names of parts of a door.
13. Write two nouns, names of parts of a window.
14. Which are nouns of these: *hinge, from, pane, sash, on, chin, panel, yet, book?*



LESSON THIRD.

[Fowler's Common School Grammar, §§ 4, 160.]

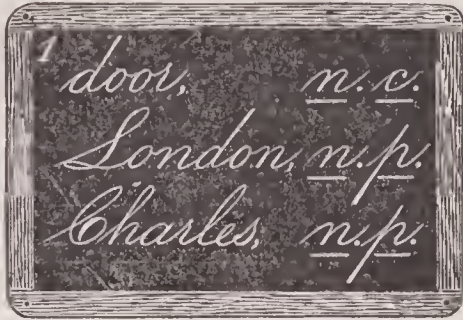
(Review each day, orally, the lesson of the day before.)

A COMMON noun is the name of each of a kind.

A PROPER noun is an individual name. It should begin with a capital letter.

TEACHER'S QUESTIONS.—I. Is *door* a noun? Why? A common or proper noun? Why? What kind of thing is a door? [Use a dictionary, if necessary.] II. Is *London* a noun? Why? A common or proper noun? Why? Does it tell the kind of place?

1. Which of the following are common nouns, and which proper: *door, London, through, Charles, out*? Write them one under another. Put after each *n. c.* for *noun common*, or *n. p.* for *noun proper*.
2. Write five proper nouns, names of places you would like to see.
3. Which are common nouns, and which proper nouns of these: *hammer, was, Washington, over, wedge, father, is*?
4. Write nouns for names of three persons you like.
5. Write five common nouns, names of round things.
6. Which are common, and which proper of these: *book, slate, eye, from, man, Boston, wedge, shoes, yet, thumb, London*?
7. Write five nouns, names of things you like to eat.
8. Write three names of rivers.
9. Write five nouns to be pointed out in the picture at the right from 1 Samuel, xvii., 34, 35.
10. Write nouns for five persons in the Bible.



LESSON FOURTH.

[Fowler's Common School Grammar, § 6.]

There are THREE GENDERS: the masculine, the feminine, and the neuter.

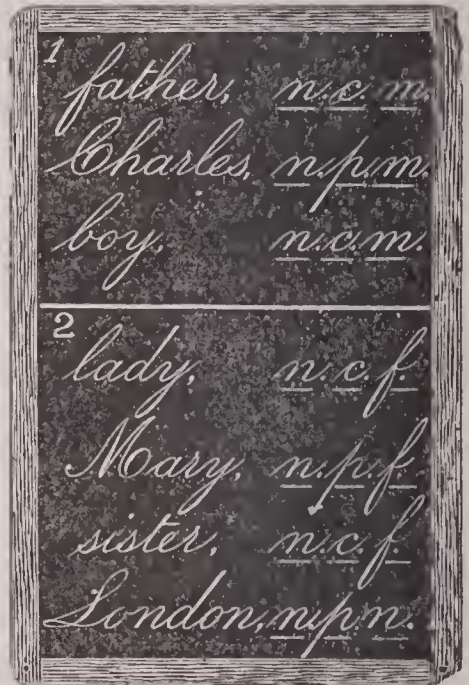
Names of MALES are masculine.

Names of FEMALES are feminine.

Names of things without sex are neuter.

TEACHER'S QUESTIONS.—Is *father* a noun? Why? A common or proper noun? Why? Of what gender? Why? ANS.—Because it is the name of a male.

1. Write the masculines in the following: *father, mother, door, is, Charles, boy.* Write *m.* for masculine.
2. Write the feminines and neuters in the following: *lady, Mary, Charles, sister, over, London.* Write *f.* for feminine, *n.* for neuter.
3. Write neuters from these: *finger, yet, book, rock, boy.*
4. Write the masculines from these: *uncle, aunt, husband, wife, Charles, London, lion.*
5. Write three feminine names of persons you know.
6. Write three masculine names of persons you know.
7. Write three neuter names of things you like.
8. Which of these are neuter, and which masculine: *wife, husband, bean, belle, book, bad, over, Charles?*
9. Write three feminine nouns not proper names.
10. Write three feminine nouns not names of persons.
11. Which of these are feminine: *aunt, boy, lioness?*
12. Write the gender of these: *David, book, belle, finger, brother, house, shoe, father, mother.*



LESSON FIFTH.

[Fowler's Common School Grammar, § 7.]

A noun which sometimes means a male, and sometimes a female, is of COMMON gender.

TEACHER'S QUESTIONS—Is *parent* a noun? Why? A common or proper noun? Why? Of what gender? Why? **ANS.**—It may mean a male or a female.

1. Which of these are of common gender: *parent, father, animal, child, uncle, cousin*? Write *c.* for common, thus: *parent, n. c. c.*

2. Write a masculine, a feminine, and a common noun suggested by the picture.

3. Write the masculine of *aunt, sister, daughter, bride, madam.*

4. Write the feminine of *king, lion, master, priest, husband.*

5. Write the masculine of *niece, girl, woman, lass, mother, lady, widow.*

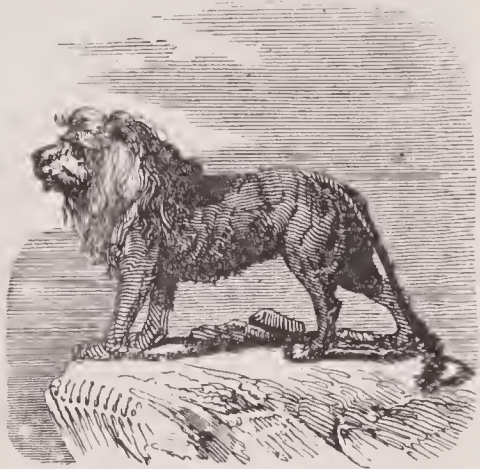
6. Write the feminine of *boy, gentleman, brother, man, hero.*

7. Write three proper names of persons in the picture from 1 Samuel, x iii., 17.

8. Write two nouns of common gender which may be applied to persons in the picture.

9. Write three common nouns, masculine, which may be applied to persons in the picture.

10. What gender have these: *king, parent, child, son-in-law, father, sir, grandmother, deacon, cousin, goose*?



1 Samuel, xviii., 17.

6 SINGULAR NUMBER, PLURAL NUMBER.

LESSON SIXTH.

[Fowler's Common School Grammar, § 8.]

There are TWO NUMBERS: the singular and the plural.

The singular number means but one.

The plural number means more than one. It is formed by adding *s* or *es* to the singular; a few words add *en*, a few change the vowel.

TEACHER'S QUESTIONS.—Is *sister* a noun? Why? Common or proper? Why? Gender? Why? Number? Why? ANS.—It means but one?

1. Write the singular nouns among these: *sister, parent, son*. Write *s.* for *singular*.
2. Write the plurals among these: *books, fingers, thumb*. Write *pl.* for *plural*.
3. Write three plural names of things in the school-room.
4. Write three plural names of things you like to eat.
5. Write the plurals of these: *door, cloud, man*.
6. Write two singulars from the picture from 2 Corinthians, xi., 33.
7. Write two plurals from the picture.
8. Write three masculine plurals.
9. Write the plurals of the feminine of these: *boy, lord, husband*.
10. Write three plural articles of dress.
11. Which of these have no plurals: *gold, fish, man, coffee, cattle, rice*?
12. Which of these have no singular: *scissors, clothes, geese, ashes, tongues, pence, spoonfuls, spectacles*?
13. Write the plural of these: *man, boy, ox, box, mouse*.
14. Write the plural of these: *woman, brush, child, ox*.

sister, n. c. f. s.
books, n. c. n. pl.



“And through a window in a basket was I let down by the wall, and escaped his hands.”—2 Corinth., xi., 33.

LESSON SEVENTH.

MISCELLANEOUS QUESTIONS.

[The pupil should now be made to read and describe his nouns without being questioned. EXAMPLE.—*Book* is a *noun*, because it is a name; a *common noun*, because it is a name of a kind; of the *neuter gender*, because it means no sex; the *singular number*, because it means but one. The letters for noun, common or proper, gender, and number, should be written with every noun.]

1. Write and describe the nouns among these: *book, through, door, of, window.*
2. Write three nouns, names of parts of the head.

<i>book, n. c. n. s.</i>

3. Write three nouns, names of things you like to eat.
4. Write the nouns among these: *shoes, over, wedge, hair, is, up, yet, finger.*
5. Write three names of cities.
6. Write three names of persons in the Bible.
7. Write three names of articles of dress.
8. Write three names of places you have seen.
9. Write the nouns among these: *wedge, from, mallet, was, hinge.*
10. Write three nouns, names of wooden things.
11. Write two nouns, names of parts of a door.
12. Write three common nouns, names of persons you like.
13. Write three nouns that have no plural.
14. Write as many nouns as you can that have no singular.
15. Write as many nouns as you can whose plural ends in *en*.
16. Write the feminine of *king, boy, brother, ox*.
17. Write the plural of *child, goose, mouse, ox*.
18. Write the masculine of *niece, girl, aunt, daughter*.
19. Write as many nouns as you can, names of things in the picture in Lesson Second.
20. Write the nouns among these: *wife, over, Charles, beau, belle, yet, is, under, was, if, lion.*
21. Write as many nouns as you can that have no plural.
22. Write the singular of these: *brethren, brothers, pennies, pence, geese, men, cows, kine, teeth.*
23. Write as many nouns as you can, names of things in the picture in Lesson Third.
24. Write as many nouns of the common gender as you can that will apply to objects in the pictures in Lesson Fifth.
25. Write as many proper nouns as you can that will apply to objects in the picture in Lesson Sixth.
26. Write the nouns in 2 Corinthians, xi., 33.

LESSON EIGHTH.

[Fowler's Common School Grammar, §§ 5, 37.]

The FIRST PERSON denotes the speaker.

The SECOND PERSON denotes the person spoken to.

The THIRD PERSON denotes the person or thing spoken of.

I, we, thou, you, he, she, it, they, are PERSONAL PRONOUNS.

TEACHER'S QUESTIONS.—On the sentence, "*I called John.*"—Is *I* a noun? What is *I*? ANS.—A personal pronoun. Q.—Of what person? ANS.—The first person. Q.—Why? ANS.—It denotes the speaker. Q.—What is *John*? ANS.—*John* is a noun, because it is a name; a *proper noun*, because it tells no kind; of the *masculine gender*, because it is the name of a male; of the *singular number*, because it means but one. Q.—What person? ANS.—*Third person*. Q.—Why? ANS.—Because it denotes a person spoken of.

1. Write the nouns and pronouns in the following: *I called John.* Write *pr.* for *pronoun*, and *1st* for *first person*, *2d* for *second person*, and *3d* for *third person*, thus:

I, pr. s. 1st.

John, n. p. m. s. 3d.

2. Write the nouns and pronouns in the following: *He is called William. Run, boys!*
3. Write the nouns and pronouns in the following: *Nathan said unto David, Thou art the man.*
4. What person have the nouns and pronouns in this: *I, John, eat apples?*
5. What person have the nouns and pronouns in this: *You, girls, keep quiet?*
6. What in this: *I, Victoria, Queen of England?*
7. Write the person and number of these: *I, he, we, they.*
8. Write the person and number of these: *She, you, it, thou*



LESSON NINTH.

[Fowler's Common School Grammar, § 13.]

Nouns have THREE CASES: the nominative, the possessive, and the objective.

Nominative and objective forms are alike.

The possessive adds *s* with an apostrophe before it, but to plurals in *s* an apostrophe only.

1. Write the possessives of *John*, *kings*, *man*. Example:

John's, n. p. m. s. 3d. p.

Kings', n. c. m. pl. 3d. p.

2. Write the possessive singular of *boy*, *girl*, *lion*, *brother*.

3. Write the possessive plural of *lion*, *man*, *king*, *cow*.

4. Write the possessive of two names of objects in the picture.

5. Write the feminine possessive of *lion*, *uncle*, *man*.

6. Which of these are possessives: *mother's darling*, *baby's fingers*, *mamma's hand*, *wives*, *wife's*, *flies*, *fly's*?

7. Write the possessives of three nouns, names of things in the second picture.

8. Which of these are singular possessives: *boys' noise*, *girl's talk*, *king's palace*, *men's boots*, *boy's shoes*?

9. Write the plural possessive of *child*, *ox*, *brother*, *wife*, *fly*.

10. Write both the singular and plural possessives of *fly*, *wife*, *man*, *king*, *mother*



CHAPTER II.

ADJECTIVES.

LESSON TENTH.

[Fowler's Common School Grammar, §§ 17-19.]

INTRODUCTORY EXERCISE.

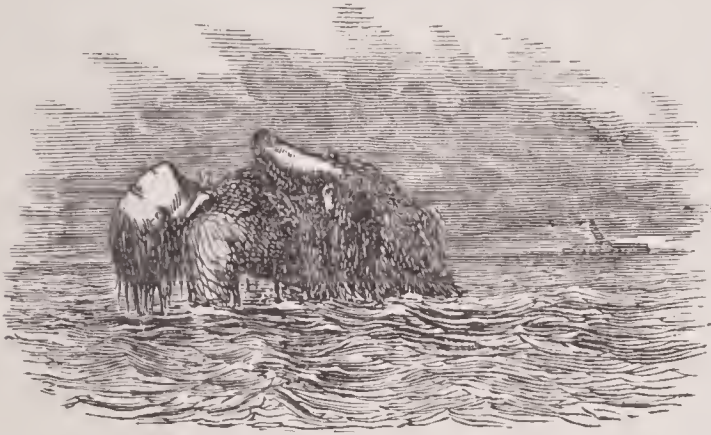
- 1.—TEACHER. An adjective is added to a noun to describe or define the person, place, or thing named. Is *black* an adjective?
PUPIL. *Black* is an adjective.
TEACHER. Why so?
PUPIL. Because it can be added to a noun to describe something
TEACHER. What noun? Point out something *black*.
PUPIL. John's *hair* is *black*.
TEACHER. Can you point out any thing else that *black* describes?
PUPIL. The *stove* is *black*.
TEACHER. Any thing else?
PUPIL. Your *boots* are *black*.
TEACHER. Any thing else? Point out every thing you can which is described as *black*.
- 2.—TEACHER. Is *white* an adjective? Why? Point out something which *white* describes.
- 3.—TEACHER.—Is *small* an adjective? Why? Point out things which are *small*.
- 4.—TEACHER. Is *though* an adjective?
PUPIL. *Though* is not an adjective.
TEACHER. Why not?
PUPIL. It does not describe or define any thing.
TEACHER. Can no one point out a *though* thing?
- 5.—TEACHER. When I say *several men*, is *several* an adjective?
PUPIL. *Several* is an adjective.
TEACHER. Why?
PUPIL. It describes or defines *men*.
TEACHER. Does it describe, or does it define?
PUPIL. It defines.
- 6.—TEACHER. Is *pretty* an adjective? Why? Point out something which you call *pretty*.
- 7.—TEACHER. Is *strong* an adjective? Why? Point out something *strong*.
- 8.—TEACHER. Give me an adjective which will describe the door!
PUPIL. *Wooden*.
TEACHER. Another!
PUPIL. *Oblong*.
TEACHER. Another!

LESSON ELEVENTH.

An ADJECTIVE is added to a noun to describe or define.

TEACHER'S QUESTIONS.—See Lesson Tenth

1. Which of these are adjectives: *black, but, strong, pale, small, through, white?* Write them with *a.* for adjective. Example: *black, a. ; strong, a.*
2. Which of these are adjectives: *little, to, round, several, indeed, wooden, but, oblong?*
3. Write three adjectives describing an ink-stand.



4. Write three adjectives describing the dog in the picture.
5. Which of these describe Washington: *brave, cowardly, firm, mean, punctual, truthful, careless, wise?*
6. Write three adjectives describing the school-room.
7. Write three describing the boy in the picture.
8. Write three describing the town you live in.
9. Which of these describe Benjamin Franklin: *wise, foolish, kind, temperate, cross, drunken, diligent, lazy?*
10. Write three adjectives describing a hat.
11. Write three describing the old man on page 9.
12. Write three describing the boy in the same picture.
13. Which of these are adjectives: *man, good, geese, best, happy, pretty, is, drunken?*
14. Write and describe the nouns, pronouns, and adjectives among these: *wife, is, bad, children, noisy, oxen, niece, king, brightest, you, they, happy, he, better.*
15. Write three adjectives describing a boy.
16. Write three describing a cat.
17. Write three describing the man on page 3.

LESSON TWELFTH.

[Fowler's Common School Grammar, §§ 20-27.]

There are THREE DEGREES OF COMPARISON: the positive, the comparative, and the superlative.

The positive describes simply.

The comparative describes as having more of a quality.

The superlative describes as having most of a quality.

Positive.	Comparative.	Superlative.
<i>Wise,</i>	<i>Wiser,</i>	<i>Wisest.</i>
<i>Learned,</i>	<i>More learned,</i>	<i>Most learned.</i>

IRREGULAR FORMS.

<i>Good,</i>	<i>Better,</i>	<i>Best.</i>
<i>Bad,</i>	<i>Worse,</i>	<i>Worst.</i>
<i>Much, many,</i>	<i>More,</i>	<i>Most.</i>
<i>Little,</i>	<i>Less,</i>	<i>Least.</i>

TEACHER'S QUESTIONS.—I. Is *wiser* an adjective? Why? Of what degree of comparison? Why? ANS.—It describes as having more wisdom. II. Compare it. ANS.—Positive, *wise*; comparative, *wiser*; superlative, *wisest*.

- Which are adjectives of these: *wiser, strong, bravest*? Write *p.* for *positive*, *c.* for *comparative*, *s.* for *superlative*. Example: *wiser, a. c.*; *strong, a. p.*
- Of what degree of comparison are these: *brave, firmest, bad, less, worst*?
- Write three superlatives describing George Washington.
- Write three superlatives describing New York.
- Write three superlatives describing the town in which you live.
- Of what degree of comparison are these: *more foolish, most temperate, meanest, greater*?
- Write two adjectives comparing the persons in the last picture on page 9.
- Write three superlatives describing something you like to eat.
- Write three adjectives describing an ink-stand.
- Write three adjectives describing the persons in the second picture on page 5.
- Write the comparative and superlative of *little, good*.

LESSON THIRTEENTH.

[Fowler's Common School Grammar, § 28.]

NUMERALS express number.

CARDINALS define *how many*: *one, two, &c.*ORDINALS define *which*: *first, second, &c.*

TEACHER'S QUESTIONS.—On “*three men*.”—What is *three*? Why an adjective? Does it describe or define *men*? What kind of adjective? Why? Cardinal or Ordinal? Why? ANS.—It tells *how many*.

1. Which of these are numerals: *three men, great, five, seventh, over, second*. Write *num.* for numeral, *c.* for cardinal, *o.* for ordinal.

*three, c. num. c.**seventh, a. num. o.**five, a. num. c.**second, a. num. o.*

2. Which of these are numerals: *eight, very, second, hundred, under, one*?
3. Write the numerals to tell how many there are in your class, and which in order you are.
4. Write three nouns, names of things in the picture, and the numerals telling how many of each you see.
5. Put a numeral and a descriptive adjective with these: *boys, girl, hoop, branches, ball*.
6. Compare each of the adjectives you wrote for 5.
7. What numeral will define the hands seen on page 9? The eyes?
8. Write two names of objects on page 8 to which the numeral *three* applies.
9. Write the ordinal for *eight, two, twenty*.
10. Write the cardinal for *fiftieth, first, second, thirteenth*.
11. Write the cardinal and ordinal for the year, the month, and the day of the week.
12. Describe *ten, black, hand, Charles, first, two*.



LESSON FOURTEENTH.

[Fowler's Common School Grammar, § 18, IV.]

DEMONSTRATIVES define specifically.

They are *this, that, these, and those*.

INDEFINITES define generally.

They are *some, one, none, all, any, such, other, another*.DISTRIBUTIVES define objects to be taken singly. They are *each, every, either, neither*.

RECIPROCALLS define as mutually related.

They are *each other, one another*.

When demonstratives, indefinites, distributives, or reciprocals define a noun, they are called pronominal adjectives.

TEACHER'S QUESTIONS.—On "*some houses*."—What is *some*? Why an adjective? Does it describe or define *houses*? What kind of adjective? ANS.—An indefinite pronominal adjective. Q. Why? ANS.—It points out indefinitely. Q. Repeat the indefinites.

1. Which are pronominal adjectives of these: *some houses, each house, every man*? Write *dem.* for demonstrative, *ind.* for indefinite, *dis.* for distributive, *rec.* for reciprocal.

some, pr. a. ind.; each, pr. a. dis.

2. Write and describe each of the following words: *such good boys, these four men, every two birds*.

3. Write two nouns, names of objects in the picture, and a demonstrative with each.

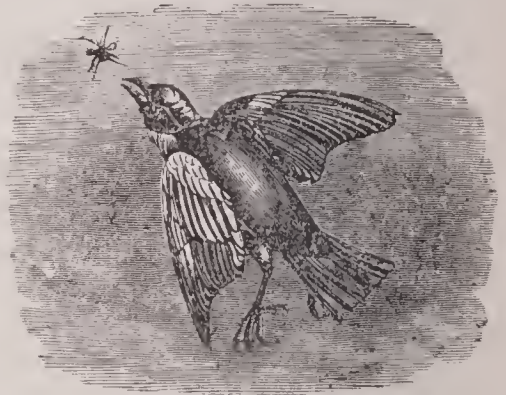
4. Write two distributives with names of objects in the picture.

5. Write a demonstrative, a superlative, and noun, to describe something in the picture.

6. Describe these: *all those creatures, that greedy bird, those brightest feathers*.

7. Write a demonstrative, a comparative, and noun, to describe something in the picture.

8. Write and describe these: *either animal, one happy bird*.



LESSON FIFTEENTH.

[Fowler's Common School Grammar, §§ 32-34.]

AN or A is an indefinite article: it marks one object, but not which one. AN is used before a vowel sound, A before a consonant sound.

THE is a definite article: it points out some definite object.

TEACHER'S QUESTIONS.—What is *an*? Why? **ANS.**—It marks one object, but not which one.

1. Write and describe the following: *a good man, the bad boy.*

a, ind. art.

the, def. art.

good, a. p.

bad, a. p.

man, n. c. m. s.

boy, n. c. m. s.

2. Describe by an article, adjective, and noun, the figure in the first picture on page 5.
3. Describe by an article, adjective, and noun, each of the figures in the second picture on page 5.
4. Describe by the numeral *five*, three adjectives and a noun, something in the picture at the right.
5. Write as many nouns as you can, names of objects in the picture at the right.
6. Write an article and adjective with each of the nouns in the answer to question 5.
7. Describe George Washington by an article and adjective.



8. Describe New York by the definite article, three superlatives, and a noun.
9. Describe your school-room by the indefinite article, three adjectives, and a noun.
10. Write and describe the following: *the wisest man, the greatest city, a large room.*
11. Describe the persons in the picture on page 8, by a numeral, an adjective, and noun.
12. Write and describe the following: *child, a, wife, noisy, you, the, niece, an, them, king, brightest.*
13. Write and describe the following: *better, more, five, happy, seventh, hopeful, most virtuous, a, the, you, pretty.*

LESSON SIXTEENTH.

MISCELLANEOUS QUESTIONS.

[The pupil should now be made to read and describe, without questions, his nouns and adjectives, both descriptive, numeral, and pronominal, and his articles. The proper letters, fully describing each word, should be written after each. Compare page 7. EXAMPLES.—I. *Wise* is an *adjective*, because it describes a noun; of the *positive* degree, because it describes simply—positive, *wise*; comparative, *wiser*; superlative, *wisest*. II. *Three* is an *adjective*, because it defines a noun: a *numeral*, because it denotes number; a *cardinal*, because it tells how many. III. *That* is an *adjective*, because it defines a noun; a *demonstrative pronominal adjective*, because it defines specifically. IV. *An* is an *indefinite article*, because it marks one object, but not *which* one.]

1. Which of these are adjectives: *three bright boys, those five eggs?*
2. Describe these: *baby's two little fingers.*
3. Write three superlatives describing New York.
4. Write the feminine of *boy, gentleman, lion, husband.*
5. Write three superlatives describing George Washington.
6. Write three adjectives describing the school-room.
7. Compare *brave, temperate, much.*
8. Write three adjectives describing the boy on page 9.
9. Write three names of objects in the picture on page 15, and numerals telling how many of each you see.
10. Which are nouns of these: *finger, hair, over, chin, desk, is, bad?*
11. Compare *foolish, good, bad, hopeful.*
12. Write the plural feminine of these: *boy, lord, master.*
13. Write the plural masculine of these: *woman, wife, aunt, belle.*
14. Write the ordinal for *seven, two, five, one.*
15. Write three superlatives describing London.

16. Write three adjectives describing the dog on page 17.
17. Write three neuter names of things you like.
18. Write adjectives describing three things you like.
19. Write three nouns of the common gender.
20. Write three proper nouns, not names of persons.
21. Write and describe these: *the good boy, a better man, six little Indians.*
22. Write two distributives with names of objects in the picture on page 8.
23. What person have the nouns and pronouns in this: *Nathan said unto David, Thou art the man?*
24. Which of these are singular possessives: *boy's noise, girls' talk, wife's, lions'?*
25. Write the plural possessive of the feminine of these: *boy, husband, lord, brother, uncle, priest, lion.*
26. Write a demonstrative, a superlative, and a noun to describe persons in the second picture on page 5.
27. Put a numeral and descriptive with three nouns suggested by the picture on page 14.
28. Write the singular and plural possessives of *wife, man, ox, king, fly.*
29. Write three common nouns masculine which may be applied to persons in the second picture on page 5.
30. Write and describe *a man noisy, niece, seventh, prettiest, such, any, every, the greatest man.*
31. Write and describe *two monkeys, that mischievous monkey, that painted monkey, painters' paint, the painter's brushes, the old mimic.*



CHAPTER III.

LESSON SEVENTEENTH.

[Fowler's Common School Grammar, §§ 93, 94.]

INTRODUCTORY EXERCISE.

1.—TEACHER. When we talk sense, we make sentences. The subject is that which is talked about. "*John whispered.*" What is the subject?

PUPIL. *John.*

TEACHER. Why?

PUPIL. *John* is that which is talked about.

2.—TEACHER. "*Mary smiled.*" What is the subject? Why?

3.—TEACHER. "*Charles whistled.*" What is the subject? Why?

4. 1.—TEACHER. That which is said of the subject is called the predicate. What is the predicate in "*Charles whistled?*"

PUPIL. *Whistled.*

TEACHER. Why?

PUPIL. That is what is said of Charles. He whistled.

2.—TEACHER. What is the predicate in "*John whispered?*" Why?

3.—TEACHER. What is the predicate in "*Mary smiled?*" Why?

4.—"*Birds fly.*" What is the subject? Why? The predicate? Why?

LESSON EIGHTEENTH.

A SENTENCE is a thought in words.

The SUBJECT is what is talked about.

The PREDICATE is what is said of the subject.

TEACHER'S QUESTIONS.—See Lesson Seventeenth.

1. Which of these are sentences: *Mary smiled, John over, John ran?* Write the subject at the left, and make a diagram like these.

<i>Mary</i>	<i>smiled.</i>
-------------	----------------

<i>John</i>	<i>ran.</i>
-------------	-------------

2. Which of these are sentences: *John coughed, girls whisper, is over, time flies bright sun, he she it, under he?*
3. Write a word about each of these: *dogs, horses, boys.*
4. Write a word as subject for *shine, shout, roar.*
5. Write a predicate for *lions, bears, dogs, cats.*

6. Write a predicate word for *steam-engines*.
7. Write a predicate word for *stars*.
8. Write a subject for *whisper*.
9. Write a subject for *giggle*.
10. Write a subject for *grumble*.
11. Write a predicate word for *pigeons*.
12. Write a subject for *stagger*.
13. Write a subject for *fly*.
14. Write a predicate word for *drunkards*.
15. Which of these are sentences: *high on a throne, men work, stars shine, twinkle over, little stars, seasons change?*
16. Write a subject for *twinkle*.
17. Write a subject for *chatter*.
18. Write a predicate word for *foxes*.
19. Write a predicate word for *ducks*.
20. Write a subject for *swim*.
21. Write a predicate word for *ships*.
22. Write a subject for *howl*.
23. Write a predicate word for *waves*.
24. Write a predicate word for *storms*.
25. Write a subject for *sail*.
26. Write a subject for *toss*.
27. Write a subject for *scud*.
28. Analyze *Masts bend*.
29. Analyze *Sails swell*.
30. Write a predicate for *winds*.
31. Which are sentences of these: *waters roar, the midst of the sea, mountains shake, storms arose, streams where of?*
32. Write a predicate word for *billows*.
33. Analyze *Captains command*.
34. Write a subject for *fear*.
35. Write a subject for *coo*.
36. Analyze *Men think*.
37. Analyze *Birds fly*.
38. Analyze *Fishes swim*.
39. Write a sentence in two words about *ships*.
40. Write another about *sailors*.
41. Write another about *clouds*.



LESSON NINETEENTH.

[Fowler's Common School Grammar, §§ 48-51.]

A VERB predicates.

To predicate is to add a predicate to a subject to assert, ask, suppose, or command.

A COPULATIVE VERB predicates an adjective or noun.

Such are *am, is, are, was, were, seem, appear, is called*, etc.

An INTRANSITIVE VERB denotes a complete act or state.

A TRANSITIVE VERB denotes an act as affecting some *object*.All verbs are called *finite* except infinitives and participles.

TEACHER'S QUESTIONS.—I. "*Fairies are pretty.*" What is the subject? Why? The predicate? ANS.—*Are pretty.* Why? ANS.—It is said of the subject. Q.—Which word is the verb? ANS.—*Are.* Q.—Why? ANS.—It predicates *pretty.* Q.—What kind of verb? ANS.—A copulative verb. Q.—Why? ANS.—It predicates an adjective. Q.—What is *pretty*? Why? II. "*John whistled.*" The subject? Why? Predicate? Why? Verb? Why? What kind? ANS.—Intransitive. Q.—Why? ANS.—It denotes a complete act. III. "*Charles caught John.*" Q.—Subject? Why? Predicate? Why? Verb? Why? What kind? Why? ANS.—It denotes an act as affecting an object (John).

1. Write the sentences among these: *fairies are pretty, he caught me, next she.* Put a copulative verb with its predicate adjective or noun. For an object, extend the lower line, write the object under it, and mark with v. as below.

<i>Fairies</i>	<i>are pretty.</i>
----------------	--------------------

<i>He</i>	<i>caught</i>	v.
		<i>me.</i>

2. Analyze *Grass grows, men make hay.*
3. Analyze these: *monkeys are mischievous, monkeys mimic.*
4. Write three sentences about the picture on page 17, using a copulative, an intransitive, and a transitive verb.
5. Analyze these: *life seems short, man is immortal.*
6. Write a transitive predicate for *wedges*, page 2.
7. Analyze these: *he struck me, he is brave.*

8. Analyze *Snow looks white.*
9. Write a predicate with a copulative verb for *stars.*
10. Write a predicate with an intransitive verb for *stars.*
11. Analyze *Storms wreck ships.*
12. Write a predicate with an intransitive verb for *storms.*
13. Analyze *Men are strong.*
14. Write a predicate with a transitive verb for *men.*
15. Analyze *Lions look frightful.*
16. Write a predicate with a transitive verb for *lions.*
17. Write a predicate with an intransitive verb for *lions.*
18. Analyze *Life is short.*
19. Write a predicate with an intransitive verb for *life.*
20. Analyze *Bears frighten boys.*
21. Write a predicate with a copulative verb for *bears.*
22. Write a predicate with an intransitive verb for *bears.*
23. Analyze *Grapes are sweet.*
24. Analyze *Grapes taste sweet.*
25. Write a predicate with a copulative verb for *pomegranates.*
26. Write a predicate with an intransitive verb for *grapes.*
27. Write a predicate with a copulative verb for *figs.*
28. Analyze *Foxes eat grapes.*
29. Analyze *Bears love honey.*
30. Analyze *Boys love fun.*
31. Write a subject for ——— *look happy.*
32. Write a subject for ——— *are wretched.*
33. Which of these are sentences: *grapes of Eshcol, they brought clusters, as true as truth, fruit is pleasant?*
34. Analyze *Man is called mortal.*
35. Write a subject for ——— *is holy.*
36. Write a subject for ——— *killed thousands.*
37. Write a subject for ——— *benefited thousands.*
38. Analyze *Cesar grew great.*
39. Which are sentences of these: *Hope cheers, anger degrades, the raging sea, for ever and ever?*



Grapes and Pomegranates.

22 LOGICAL AND GRAMMATICAL SUBJECT.

LESSON TWENTIETH.

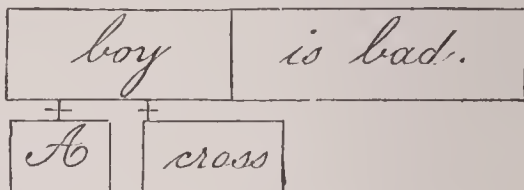
[Fowler's Common School Grammar, § 93.]

The LOGICAL SUBJECT is the WHOLE *naming* of what is talked about.

The GRAMMATICAL SUBJECT is the leading NOUN in the logical subject.

TEACHER'S QUESTIONS.—On “*A cross boy is bad.*” What is the subject? *ANS.*—*A cross boy.* Q.—Why? Is it the logical or grammatical subject? Why? *ANS.*—It is the whole naming of what is talked about. Q.—What is the grammatical subject? Why? *ANS.*—It is the leading noun in the logical subject.

1. Analyze *A cross boy is bad.* Write the Grammatical Subject in the upper line, as in Chapters XVIII. and XIX., and



write adjectives in the Subject separate below, marked —.

2. Analyze this: *The sky is blue.*
3. Analyze this: *The harvest is ready.*
4. Analyze this: *Falling drops wear rocks.*
5. Analyze this: *Two boys make noise.*
6. Analyze this: *The good great man has friends.*
7. Analyze this: *True friendship is eternal.*
8. Analyze this: *The fairest rose fades.*
9. Analyze this: *North winds kill fruit.*
10. Look at the picture on page 13, and write a numeral and noun for the subject of — — — is visible; of — — — are lively.
11. Write a predicate for *George Washington.*
12. Write a predicate for *A pretty bird* — — —, from page 15.
13. Write a predicate for *A noble dog* — — —, from page 11.
14. Analyze *A strong man struggles.*
15. Write and analyze a sentence suggested by the picture.
16. Write one suggested by the picture on page 3.
17. Write one for each picture on page 5.
18. Analyze *The Nile fertilizes Egypt.*



19. Analyze *The stars shine.*
20. Analyze *The snow looks white.*
21. Analyze *A lion is terrible.*
22. Analyze *The longest life is short.*
23. Analyze *Ripe grapes are sweet.*
24. Write a sentence with a copulative verb about *green grapes.*
25. Write a sentence with a copulative verb about *sudden storms.*
26. Write a sentence with a transitive verb about *sudden storms.*
27. Analyze *Haste makes waste.*
28. Analyze *The cunning fox catches chickens.*
29. Write a sentence with a copulative verb about *the grizzly bear.*
30. Write a sentence with a transitive verb about *the grizzly bear.*
31. Analyze *Your hat fits me.*
32. Analyze *Good books are friends.*
33. Write a predicate for *little stars.*
34. Write a subject for *crows.*
35. Analyze *The lazy lad sleeps.*
36. Write a sentence with a copulative verb about the lad in the picture.
37. Write a sentence with an intransitive verb about the tree in the picture.
38. Write a subject for ——— *grow tall.*
39. Write a predicate for *rank weeds.*
40. Analyze *An idle son causes shame.*
41. Analyze *A diligent son causes gladness.*
42. Analyze *A foolish woman is clamorous.*
43. Write a subject for *shines.*
44. Write a subject for *cackles.*
45. Write a subject for *giggles.*
46. Write a predicate for *A merry heart.*
47. Analyze *A sad heart tires.*



LESSON TWENTY-FIRST.

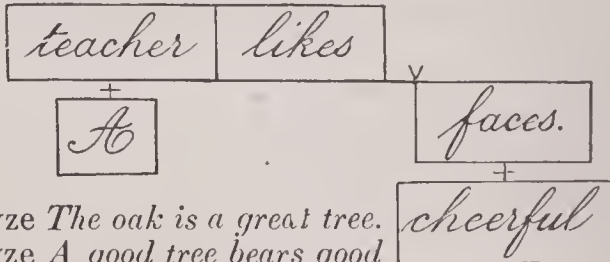
[Fowler's Common School Grammar, § 101.]

An ATTRIBUTIVE ADJECTIVE is part of the NAMING of some person, place, or thing.

A PREDICATIVE ADJECTIVE is ASSERTED of some person, place, or thing.

TEACHER'S QUESTIONS.—On "*A cross boy is bad.*" What is the logical subject? Why? The grammatical? Why? Parse *cross*. (See Lesson 16.) Is it attributive or predicative? Why? ANS.—It is part of the naming of a person. What is the predicate? Why? What is *is*? Why? What is *bad*? Why? Is it attributive or predicative? Why? ANS.—It is asserted of the subject.

1. Analyze *A teacher likes cheerful faces.* Write attributive adjectives under the nouns they describe.



2. Analyze *The oak is a great tree.*
3. Analyze *A good tree bears good fruit.*
4. Analyze *Good books are dear friends.*
5. Write a sentence suggested by the picture.
6. Write a sentence with *Franklin* for its subject and *great* as an attributive adjective.
7. Write a sentence with *Franklin* for its subject and *great* as a predicative adjective.
8. Write sentences using these as predicative adjectives: *blue, noisy, pretty.*
9. Write sentences using these as attributive adjectives: *true, fairest, blue.*
10. Analyze *Cheerfulness is the best cure.*
11. Analyze *The elephant fears the serpent.*
12. Analyze *We have five senses.*



13. Write a sentence with *red* as an attributive adjective.
14. Write a sentence with *red* as a predicative adjective.
15. Analyze *A wise son makes a glad father.*
16. Analyze *A foolish son makes a sad mother.*
17. Write a sentence with the superlative of *happy* as a predicative adjective.
18. Write a sentence with the superlative of *merry* as an attributive adjective.
19. Analyze *Washington was a punctual man.*
20. Analyze *All truthful men are punctual.*
21. Write a subject for — *a firm man.*
22. Write a subject for — *a diligent man.*
23. Analyze *Those children are noisy.*
24. Analyze *He ate all those apples.*
25. Analyze *The good great man has three firm friends.*
26. Write a sentence with the plural of the feminine of *boy* for its subject.
27. Analyze *That man burns brush.*
28. Analyze *Brush - heaps make a bright fire.*
29. Write a sentence with *stirs* for its verb.
30. Write a sentence about the picture with a predicative adjective describing the *pole* which the man is using.
31. Write a sentence with an attributive adjective describing the same pole.
32. Write a sentence with an attributive adjective describing the fire.
33. Write one with a predicative adjective describing the fire.
34. Write one with a copulative verb about the man.
35. Write one with an attributive adjective describing the man.
36. Analyze *Fire is a good servant.*
37. Analyze *Fire is a hard master.*
38. Write a sentence with *round* used predicatively.
39. Write a sentence with *round* used attributively.
40. Write a sentence describing something with eight corners.



26 LOGICAL AND GRAMMATICAL PREDICATE.

LESSON TWENTY-SECOND.

[Fowler's Common School Grammar, §§ 94, 83.]

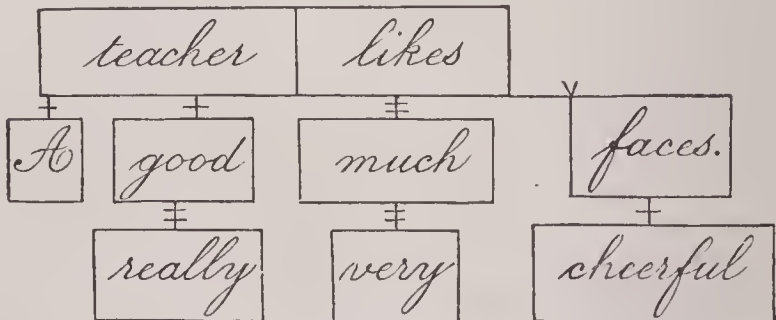
The LOGICAL PREDICATE is the WHOLE that is said of the subject.

The GRAMMATICAL PREDICATE is the finite VERB in the logical predicate.

An ADVERB modifies a VERB, ADJECTIVE, or other ADVERB. Some adverbs may be compared.

TEACHER'S QUESTIONS.—On "*Boys run fast.*" The subject? Why? Predicate? ANS.—*Run fast.* Q.—Why? Logical or grammatical? Why? ANS.—It is the whole that is said of the subject. Q.—What is the grammatical predicate? Why? What is *fast*? Why? Compare. ANS.—It modifies the verb run—*fast, faster, fastest.*

1. Analyze *A really good teacher likes cheerful faces very much.* Write an adverb under the word it modifies, and mark it =.



2. Analyze *A good tree bears regularly.*
3. Analyze *Washington forgave bravely.*
4. Analyze *The horse trots briskly.*
5. Analyze *The sun sinks slowly.*
6. Analyze *The snow half covers the fences.*
7. Analyze *Good books are very pleasant companions.*
8. Analyze *Franklin was a very shrewd thinker.*
9. Write a sentence from the picture about *sleighing*, with an adverb in it.
10. Write a sentence with an adverb in it about the horse.
11. Analyze *The bear defends her young courageously.*
12. Analyze *Dark woods cause often involuntary awe.*
13. Write sentences with these adverbs: *warmly, cheerfully, rapidly.*
14. Write sentences with these adverbs: *always, sometimes*

15. Analyze *A very strong dog carried the drowning boy ashore.*
16. Analyze *A noble dog saved a drowning boy.*
17. Analyze *Washington was a good great man.*
18. Analyze *The sky is very blue.*
19. Analyze *A cross boy troubles his teacher.*
20. Write sentences with these verbs : *ride, shines, is, seems*
21. Write sentences with these adjectives : *noisy, brave, wisest, oldest, dear, good.*
22. Write a sentence in five words about the sleigh in the picture.
23. Write a sentence in four words about the horse in the picture.
24. Analyze *The good great man has three firm friends.*
25. Analyze *The north winds kill the fruit.*
26. Analyze *Falling drops wear away rocks.*
27. Analyze *Girls whisper too much.*
28. Write a sentence about the sun in the picture.
29. Write a sentence about the man on the front seat in the picture.
30. Write a sentence about the road in the picture.
31. Write a sentence about the clouds in the picture.
32. Write a sentence about the trees in the picture.
33. Analyze *Thou art the man.*
34. Analyze *The mischievous monkey painted another monkey.*
35. Write the plural of *man, book, child, beau.*
36. Write the feminine of *brother, lion, king, man, boy.*
37. Write the masculine of *lady, widow, aunt, mother.*
38. Analyze *Sleighbing is fine fun.*



LESSON TWENTY-THIRD.

Words make four simple combinations, the *predic'ative*, *attrib'utive*, *objective*, and *adverbial*.

A *subject* makes a *predicative* combination with its verb.

A *verb* makes a *predicative* combination with its subject.

A *predicate noun* or *adjective* makes a *predicative* combination with its subject.

An *attributive adjective* or expression makes an *attributive* combination with its noun or pronoun.

An *object* of an action makes an *objective* combination with the verb which governs it.

An *adverb* or adverbial phrase makes an *adverbial* combination with the word it modifies.

Hereafter, in explaining diagrams, the teacher may ask of every word what it combines with, and the kind of combination.

TEACHER'S QUESTIONS.—I. On "*Some boys are very slow.*" Questions as before in parsing and analysis. Also Q.—What does **BOYS** combine with? **ANS.**—With *are*. Q.—What kind of combination? **ANS.**—Predicative. Q.—Rule? **ANS.**—A subject makes a predicative combination with its verb. Q.—What does **ARE** combine with? **ANS.**—With *boys*. Q.—What kind of combination? **ANS.**—Predicative. Q.—Rule? **ANS.**—A verb makes a predicative combination with its subject. Q.—What does *slow* combine with? **ANS.**—With *boys*. Q.—What kind of combination? **ANS.**—A predicate noun or adjective makes a predicative combination with its subject. Q.—What does *SOME* combine with? Kind of combination? Rule? **ANS.**—An attributive *adjective* or expression makes an attributive combination with its noun or pronoun. Q.—What does *VERY* combine with? Kind of combination? Rule? **ANS.**—An adverb or adverbial phrase makes an adverbial combination with the word it modifies. II. On "*He struck me.*" Questions on *he* and *struck* as before. Q.—What does *me* combine with? Kind of combination? Rule? **ANS.**—An object of an action makes an objective combination with the verb which governs it.

1. Analyze *Stars twinkle.*
2. Analyze *The planets shine.*
3. Analyze *The little stars twinkle.*
4. Analyze *Fishes swim swiftly.*
5. Analyze *The sun shines brightly.*
6. Analyze *Heroes are brave.*
7. Analyze *The clouds look black.*
8. Analyze *The grapes are sweet.*
9. Analyze *Desolation surrounds us.*
10. Write a sentence in which *sweet* makes a predicative combination

11. Write three names of things you saw before coming to school this morning, and make a predicative combination with each.
12. Write three sentences with the same names in objective combinations.
13. Analyze *Palaces crumble*.
14. Analyze *A single column still stands*.
15. Analyze *I still live*.
16. Analyze *The sun gilds the gray ruins*.
17. Write a sentence with an adverbial combination suggested by the picture.
18. Analyze *Time wastes all things*.
19. Write a sentence with an objective combination suggested by the picture.
20. Analyze *Greece is no more*.
21. Analyze *Ruins are beautiful*.
22. Analyze *Mary looks very fair*.
23. Analyze *She ate all those apples*.
24. Analyze *A rolling stone gathers no moss*.
25. Analyze *Falling drops wear away rocks*.
26. Write sentences using *queer* in as many kinds of combination as you can.
27. Write sentences using *love* in as many kinds of combination as you can.
28. Write sentences using *very* in as many kinds of combination as you can.
29. Analyze *The good man is firm*.
30. Analyze *The good man alone is truly wise*.
31. Write a predicative combination with *diligence*.
32. Write a sentence using *punctual* in a predicative combination.
33. Write sentences using *Washington* in as many kinds of combination as you can.
34. Write sentences using *bright* in as many kinds of combination as you can.
35. Write a sentence with the four combinations about the column in the picture.



CHAPTER IV.

LESSON TWENTY-FOURTH.

[Fowler's Common School Grammar, § 14.]

The SUBJECT of a *finite* verb is put in the NOMINATIVE case.

	Singular.	Plural.	Singular.	Plural.
Nominative	<i>Book,</i>	<i>Books.</i>	<i>Man,</i>	<i>Men.</i>
Possessive	<i>Book's,</i>	<i>Books'.</i>	<i>Man's,</i>	<i>Men's</i>
Objective	<i>Book,</i>	<i>Books.</i>	<i>Man,</i>	<i>Men.</i>
Nominative	<i>Fly,</i>	<i>Flies.</i>	<i>Fox,</i>	<i>Foxes.</i>
Possessive	<i>Fly's,</i>	<i>Flies'.</i>	<i>Fox's,</i>	<i>Foxes'.</i>
Objective	<i>Fly.</i>	<i>Flies.</i>	<i>Fox,</i>	<i>Foxes.</i>

TEACHER'S QUESTIONS.—As before. Also have every noun declined throughout, and the rule given for the case of every subject. Hereafter, when told to PARSE in the examples, the pupil should write the words in a vertical column, with abbreviations to describe them, as taught in the first sixteen lessons. When told to ANALYZE, do it in diagrams, as in Lessons XVIII.—XXII.

1. Parse *Good books live long.* Write *v. c.* for *copulative verb*; *v. i.* for *intransitive verb*; *v. t.* for *transitive verb*; *adv.* for *adverb*; *nom.* for *nominative case*; *subj.* for *subject*; *at.* for *attributive*; *pred.* for *predicative*.

Good, a. p. at.
books, n. c. n. pl. 3d, nom. subj
live, v. i.
long, adv.

2. Parse *All men die.*
3. Analyze *A fox is a cunning animal.*
4. Parse *Boys read books.*
5. Parse *A fly buzzed.*
6. Parse *Mice like cheese.*
7. Parse *An ox gored a child badly.*
8. Parse *A bad man beat his wife.*
9. Analyze *Men are all brethren.*
10. Parse *Tailors use scissors.*
11. Parse *The tailor used a goose.*
12. Parse *An old beau fancies a young belle.*

LESSON TWENTY-FIFTH.

[Fowler's Common School Grammar, § 38.]

The Personal Pronouns are *I, thou, he, she, it*

FIRST PERSON.		SECOND PERSON.	
Singular.	Plural.	Singular.	Plural.
Nom. <i>I,</i>	<i>We.</i>	<i>Thou,</i>	<i>Ye or You,</i>
Poss. <i>My or Mine,</i>	<i>Our or Ours.</i>	<i>Thy or Thine,</i>	<i>Your or Yours.</i>
Obj. <i>Me,</i>	<i>Us.</i>	<i>Thee,</i>	<i>You.</i>

Reflexives are *myself, thyself, himself, herself, itself, ourselves*, etc.

The DIRECT OBJECT of a verb is put in the OBJECTIVE case.

TEACHER'S QUESTIONS. — On "*I love you.*" The subject? Why? What part of speech? Name the personal pronouns. Of which person is *I*? Why? Decline it. What case? ANS.—The nominative singular. Q.—Why? Give the rule. ANS.—The subject of a finite verb is put in the nominative case. Q.—What is the predicate? What part of speech is *you*? Name the personal pronouns. Which person is *you*? Why? Decline it. What case? ANS.—The objective plural. Q.—Why? The rule. ANS.—The direct object of a verb is put in the objective case.

1. Parse *I saw the moon.* Write *obj.* for *objective case*, *poss.* for *possessive*; treat possessives like adjectives in the diagrams.
2. Parse *Noise troubles me.*
3. Parse *We live fast.*
4. Analyze *Thou hatest sin.*
5. Analyze *You deceived me.*
6. Parse *Your hat fits me.*
7. Parse *My coat fits you.*
8. Parse *Books instruct us.*
9. Analyze *Ye are doomed.*
10. Analyze *Joy awaits thee.*
11. Parse *A mouse bit me.*
12. Analyze *Our hopes delude us.*
13. Parse *David took Saul's cruse.*
14. Parse *David took Saul's spear.*
15. Parse *He struck me.*
16. Parse *Your life is merry.*
17. Parse *Our favorite books welcome us.*
18. Analyze *The crescent moon lights us.*



1 Samuel, xxvi. 12.

[Fowler's Common School Grammar, §§ 96, 38.]

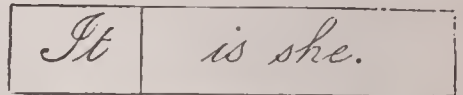
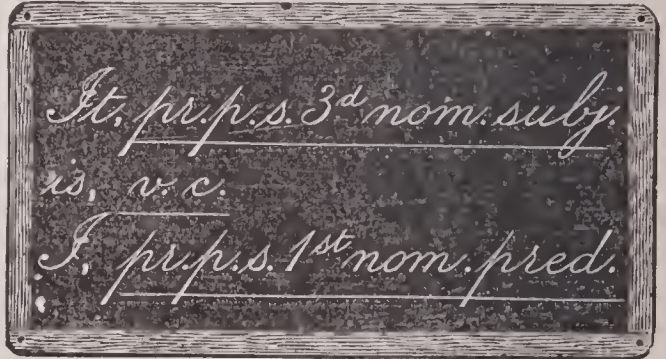
A PREDICATE noun denoting the same person or thing with its SUBJECT, agrees with it in case.

It is I; it is WE.
It is YOU; it is HE.
It is THEY; it is SHE.

Personal Pronouns. Third Person.		PLURAL. All Genders.	
SINGULAR.			
Masculine.	Feminine.	Neuter.	
Nom. <i>He,</i>	<i>She,</i>	<i>It.</i>	<i>They.</i>
Poss. <i>His,</i>	<i>Her or Hers,</i>	<i>Its.</i>	<i>Their or Theirs.</i>
Obj. <i>Him,</i>	<i>Her,</i>	<i>It.</i>	<i>Them.</i>

TEACHER'S QUESTIONS.—On "*It is I.*" Questions on the subject and verb as before. What part of speech is *I*? Name the personal pronouns. Which person? Why? Decline. What case? Why? ANS.—A predicate noun denoting the same person or thing with its subject, agrees with it in case. Q.—Repeat the formula. ANS.—It is I, it is WE. It is YOU, it is HE. It is THEY; it is SHE.

1. Parse *It is I.* Write *pred.* for predicate.
2. Parse *It is he.*
3. Analyze *It is she.*
4. Parse *Time is money.*
5. Parse *It is we.*
6. Analyze *It is he.*
7. Parse *He is a noble man.*
8. Analyze *An honest man is a noble man.*
9. Analyze *It is you.*
10. Parse *I am Samuel.*
11. Parse *It is they.*
12. Parse *Knowledge is power.*
13. Analyze *It is they.*
14. Parse *It was I.*
15. Parse *Books teach us.*
16. Parse *He likes me.*
17. Analyze *It was he.*
18. Parse *It was a very good man.*
19. Parse *I am thy servant.*



LESSON TWENTY-SEVENTH.

[Fowler's Common School Grammar, §§ 97, 45.]

The POSSESSIVE case describes a NOUN by telling whom or what it BELONGS to.

The INTERROGATIVE PRONOUNS are *who*, *which*, and *what*.

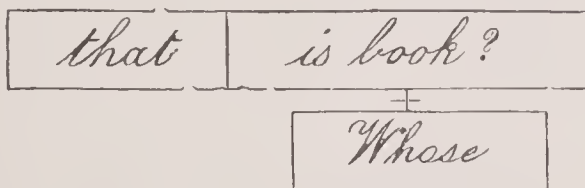
	Sing. and Plur.	Sing. and Plur.	
Nom.	<i>Who</i> ,	<i>Which</i> .	<i>What</i>
Poss.	<i>Whose</i> ,	<i>Whose</i> .	is not
Obj.	<i>Whom</i> ,	<i>Which</i> .	declined.

In interrogative sentences the subject often follows the verb.

TEACHER'S QUESTIONS.—On "*John's hat*." Parse *John's*. (See Lessons Seventh and Twenty-fourth.) What case? Give the rule.

ANS.—The possessive case describes a noun by telling whom or what it belongs to. Q.—What noun does it describe? ANS.—*Hat*.

1. Analyze *Whose book is that?* Treat the possessive as an adjective.
2. Analyze *Whose voice is that?*
3. Analyze *It is John's voice*.
4. Parse *Who is that?*
5. Parse *It is I*.
6. Parse *Whose hat was that?*
7. Analyze *It was John's hat*.
8. Parse *Whose father was Israel?*
9. Parse *Whose son was Joseph?*
10. Analyze *Joseph's coat had many colors*.
11. Analyze *Joseph's father loved him*.
12. Parse *Who was Joseph's father?*
13. Parse *Who were Joseph's brethren?*
14. Analyze *Joseph fed his father's flock*.
15. Analyze *Joseph's brethren fed his fond father's flock*.
16. Parse *Who struck whom?*
17. Parse *It was he. He struck me*.



Genesis, xxxvii. 3.

LESSON TWENTY-EIGHTH.

[Fowler's Common School Grammar, §§ 86-87.]

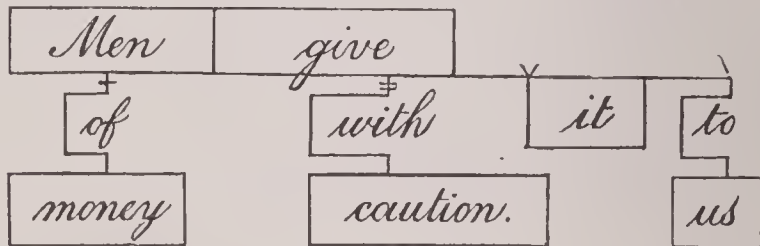
The OBJECTIVE case may be governed by a PREPOSITION.

A *preposition* governs an *objective* case, and shows its relation to some other word in its clause. In analysis it is merely a *sign* of the combination between these two words.

Such are *at, after, by, for, from, in, of, on, over, to, through, under, with, before, behind, etc.* The scholar may tell a preposition by putting *me* after it and a verb before it.

TEACHER'S QUESTIONS.—On "*John came to me.*" Questions on subject, predicate, *John*, and *came* as before. Q.—What is *to*? ANS.—A preposition. Q.—Why? ANS.—It governs an objective case, and shows its relation to another word in its clause. Q.—What word does it govern? ANS.—*Me.* Q.—To what word does it show the relation of *me*? ANS.—To *came.* Q.—What is *me*? Name the personal pronouns. Which person? Why? Decline. What case? What is it governed by? ANS.—*To.* Q.—The rule? ANS.—The objective case may be governed by a preposition.

1. Analyze *Men of money give it to us with caution.*



Write the preposition between the two words between which it shows the relation. If it connects its OBJECTIVE to a NOUN or pronoun, mark with the ATTRIBUTIVE sign —, otherwise with the ADVERBIAL sign =.

With advanced scholars, *indirect objects* should be distinguished from *adverbial adjuncts*, and connected to the objective line. Thus a person to whom something is *given*, or for whom something is *done*, makes an indirect DATIVE object, which may be marked \, and connected as above.

2. Parse *John stood by me.* Write prep. for preposition.

John, n. p. m. s. 3d, nom. subj.

stood, v. i.

by, prep.

me, pr. p. s. 1st, obj.

3. Analyze *Franklin was a man of mind.*

4. Parse *He looked at me.*
5. Parse *He went to sea.*
6. Parse *She spoke to me.*
7. Parse *She spoke words to me.*
8. Analyze *Boys read for pleasure.*
9. Analyze *Boys read books for pleasure.*
10. Analyze *David took a spear from Saul.*
11. Parse *He gave the book to me.*
12. Parse *I am he.*
13. Analyze *Washington lived in Virginia.*
14. Analyze *The moon gives light to us.*
15. Parse *The moon looks on many brooks.*
16. Parse *Thou art the man.*
17. Analyze *It is I.*
18. Parse *Who spoke to me?*
19. Analyze *It was I. I spoke to you.*
20. Analyze *Who ran after me?*
21. Parse *It was she. She ran after you.*
22. Analyze *Moses kept sheep on Horeb.*
23. Parse *Whose sheep are those?*
24. Analyze *He has a staff in his hand.*
25. Parse *The desert lies before him.*
26. Write a sentence suggested by the picture having the preposition *with*.
27. Write one with the preposition *behind*.
28. Write one with the preposition *on*.
29. Analyze *David was a shepherd in Bethlehem.*
30. Analyze *Moses sang of the creation.*
31. Parse *In the beginning God created the heavens.*
32. Analyze *David sang on Sion hill.*
33. Analyze *Isaiah sang of Siloa's brook.*
34. Write a sentence about something in the picture, and use the preposition *under*.
35. Write one with the preposition *over*.
36. Write one with the preposition *before*.



Exodus, iii. 1.

LESSON TWENTY-NINTH.

MISCELLANEOUS QUESTIONS.

[The pupil should now be trained to parse each word, decline the nouns and pronouns, and give the rules for the cases, without questioning.]

1. Write a predicate with *lions*.
2. Write a subject with *bark*.
3. Write an intransitive verb as a predicate of *man*.
4. Write a copulative verb and predicate about *Washington*.
5. Write a transitive verb and object about *Moses*.
6. Write three feminine nouns not names of persons.
7. Write three proper nouns not names of persons.
8. Write the masculine of *aunt*, *lioness*, *sister*.
9. Write a predicate adjective about the feminine plural of *boy*, *husband*, *father*.
10. Analyze *Washington was first in war*.
11. Parse *Washington was first in peace*.
12. Write a superlative predicate with *lions*.
13. Write a sentence with *loudest* as an attributive adjective
14. Analyze *Moses rose up early*.
15. Parse *Moses went unto Mount Sinai*.
16. Analyze *Moses took the two tables*.
17. Analyze *He took in his hand the two tables*.
18. Analyze *He took the two tables of stone*.
19. Write a sentence describing the sun in the picture.
20. Write a sentence using *good* as an attributive adjective, and one using it as predicative adjective.
21. Write sentences with these adverbs: *always*, *cheerfully*, *very*.
22. Write the plural of *lady*, *widow*, *man*, *boy*.
23. Analyze *Sleighbing is cold fun*.
24. Write three neuter names of things you would like to have.
25. Analyze *Life seems short*.
26. Parse *The Nile fertilizes Egypt*.



Exodus, xxxiv. 4.

27. Analyze *Samuel sent for David.*

28. Parse *David was ruddy.*

29. Analyze *David was goodly to the eye.*

30. Analyze *David was with the sheep.*

31. Write a sentence about the sheep in the picture.

32. Analyze *Whose sheep are these?*

33. Parse *Who is there?*

34. Parse *It is I. I am here.*

35. Analyze *Shepherds were poets once.*

36. Analyze *Shepherds watched the stars in old times.*

37. Analyze *It was I. I sang of man's first disobedience.*

38. Analyze *Shepherds were poets in old times.*

39. Write three nouns, names of things you can point out.

40. Write three nouns, names of revolutionary heroes.

41. Write a sentence about each of them.

42. Write three nouns, names of cities in England.

43. Write a sentence about each of them.

44. Write the ordinals for *one, two, three, twenty.*

45. Write a sentence with a cardinal about the sheep in the picture.

46. What gender have these : *king, parent, sir, child, cousin, son-in-law, niece, goose, deacon?*

47. Analyze *Who is that?*

48. Parse *It is he. It is David.*

49. Write a sentence describing the sun in the picture on page 27.

50. Write one describing the clouds.

51. Write one describing the attitude of Moses on page 34.

52. Complete this sentence about Moses : *He has — — in his right hand.*

53. Complete this : *He has — — — in his left hand.*

54. Write a sentence telling where he is standing.

55. Write a sentence about David in the picture on page 35, and bring in the preposition *upon*.

56. Write another with *around*.



1 Samuel, xvi. 11.

CHAPTER V.

LESSON THIRTIETH.

[Fowler's Common School Grammar, §§ 116, 56, 75.]

A FINITE VERB agrees with its SUBJECT in *number* and *person*.

The PRESENT TENSE denotes PRESENT time.

The scholar can tell whether a form is present by putting *now* after it

INDICATIVE MODE.

PRESENT TENSE.

Singular.

Plural.

First person, *I love.**We love.*Second person, *Thou lovest.**Ye or you love.*Third person, *He loves.**They love.*

TEACHER'S QUESTIONS.—On "*John loves me.*" Questions as before on subject, predicate, and *John*. Q.—What part of speech is *loves*? Why? Transitive, intransitive, or copulative? Why? What tense? ANS.—The present tense. Q.—Why? ANS.—It denotes present time, *John loves now*. Q.—Inflect it. ANS.—First person *I love*, second person *Thou lovest*, third person *He loves*; Plural: first person *We love*, second person *Ye or you love*, third person *They love*. Q.—What number and person is *loves*? ANS.—Singular number and third person. Q. Why? ANS.—To agree with its subject, *John*. Q.—Rule? ANS.—A finite verb agrees with its subject in number and person. Questions as before on *me*.

1. Parse *John likes apples*. Write *pres.* for *present*.

John, n. p. m. s. 3d, nom. subj.

likes, v. t. pres. sing. 3d.

apples, n. c. n. pl. obj.

2. Parse *He loves his mother*.
3. Parse *Thou lovest me*.
4. Parse *They love money*.
5. Parse *Misers love money*.
6. Parse *Poets make melodies*.
7. Parse *I hope for happiness*.
8. Analyze *They dream of peace*.
9. Analyze *A good teacher likes cheerful faces*.
10. Parse *The roses fade*.
11. Analyze *God helps the stout-hearted*.
12. Analyze *A father's blessing builds houses for his children*.

LESSON THIRTY-FIRST.

[Fowler's Common School Grammar, § 72.]

The verb TO BE is irregular.

INDICATIVE MODE.

PRESENT TENSE.

	Singular.	Plural.
First person,	<i>I am.</i>	<i>We are.</i>
Second person,	<i>Thou art.</i>	<i>Ye or you are.</i>
Third person,	<i>He is.</i>	<i>They are.</i>

TEACHER'S QUESTIONS as before. Insist on the inflection with every example.

1. Parse *He is strong.*
2. Parse *They are good.*
3. Parse *Who is that?*
4. Parse *It is he.*
5. Analyze *Fire is a good servant.*
6. Parse *Fire is a bad master.*
7. Parse *We are here.*
8. Analyze *Here are reapers.*
9. Parse *Their sheaves are ripe.*
10. Parse *Who is there?*
11. Parse *It is I.*
12. Analyze *The good love peace.*
13. Parse *Thou art the man.*
14. Parse *All men are immortal.*
15. Analyze *Youth is the springtime of life.*
16. Analyze *Anger is a short madness.*
17. Parse *Are you there?*
18. Analyze *I am here.*
19. Analyze *Good men are the images of God.*
20. Analyze *The visit of a friend is the sunlight of a house*
21. Analyze *Little things are great to little men.*
22. Parse *It is we. We are here.*
23. Parse *You are my friend.*
24. Parse *Thou art my friend.*
25. Analyze *The plural YOU is an address of courtesy to one person.*



LESSON THIRTY-SECOND.

[Fowler's Common School Grammar, §§ 57, 74, 75.]

The PAST TENSE denotes PAST time.

The scholar may tell whether a form is past by putting *yesterday* after it.Regular verbs form the past tense by the addition of **-d** or **-ed** to the present.

INDICATIVE MODE.

PAST TENSE.

	Singular.	Plural.
First person,	<i>I loved.</i>	<i>We loved.</i>
Second person,	<i>Thou lovedst.</i>	<i>Ye or you loved.</i>
Third person,	<i>He loved.</i>	<i>They loved.</i>

TEACHER'S QUESTIONS.—On "*I loved.*" Special questions on *loved*.

Q.—What part of speech? Why? Transitive, intransitive, or copulative? Why? What tense? Why? ANS.—It denotes past time.

I loved YESTERDAY. Q.—From what present? ANS.—From *love*.Q.—How is *loved* formed from *love*? ANS.—By adding *d*. Q.—Is *love* a regular verb? Why? ANS.—Because it forms its past tenseby the addition of *-d*. Q.—Inflect the present, *love*. Inflect the past, *loved*. See the Questions in Lesson XXX. What number and person? Why? Rule?

1. Parse *John liked apples*. Write *reg.* for *regular*, and *past* for *past tense*.

*John, n. p. m. s. 3d, nom. subi.**liked, v. t. reg. past, sing. 3d.**apples, n. c n pl. obj.*

2. Parse *He loved his sister*.
3. Parse *She loved her brother*.
4. Parse *The roses faded*.
5. Parse *Lovedst thou me?*
6. Analyze *All hoped for happiness*.
7. Parse *Washington loved liberty*.
8. Analyze *His countrymen loved Washington*.
9. Write a sentence containing the past tense of *wish*.
10. Write one containing the past tense, singular, first person of *help*.
11. Write one with the past, plural, 2d of *dream*.
12. Analyze *Who invented letters?*
13. Parse *Who discovered the circulation of the blood*
14. Analyze *Who first used a steam-boat?*
15. Parse *He opened those books*.

16. Parse *The roses faded.*
17. Analyze *Who whistled? It whistled itself.*
18. Analyze *It hailed upon all the land of Egypt.*
19. Write a sentence about the Pyramids as shown in the picture, containing the past tense of *lighten*.
20. Write one containing the past tense of *rain*.
21. Write one containing the past tense of *mingle*.
22. Analyze *Franklin wrestled the lightning from the skies.*
23. Write a sentence containing the past tense of *tremble*.
24. Analyze *Who erected the Pyramids?*
25. Parse *The Nile overflowed Egypt.*
26. Write a sentence with *Pharaoh* for its subject and *pursued* for its verb.
27. Write a sentence with *hardened* for its verb.
28. Parse *He handed me those books.*
29. Parse *I wanted those shoes.*
30. Analyze *I looked at those books.*
31. Parse *What is that?*
32. Analyze *A friend never flatters.*
33. Write a sentence with the past tense of *flee*.
34. Parse *Washington lived in Virginia.*
35. Analyze *He looked at me.*
36. Parse *The shepherds watched the stars in old times.*
37. Write a sentence with *seemed* as its verb.
38. Write a sentence with *appeared* as its verb.
39. Parse *The north winds killed the fruit.*
40. Analyze *The snow half covered the fences.*
41. Parse *The horse trotted briskly.*
42. Parse *We saved those peaches.*
43. Analyze *Those boys looked sick.*
44. Parse *The tailor used a goose.*
45. Analyze *A noble dog saved a drowning boy*
46. Parse *An honest man is a noble man.*



Exodus, ix. 22.

LESSON THIRTY-THIRD.

[Fowler's Common School Grammar, § 79.]

IRREGULAR VERBS are such as do not form the past tense and perfect participle by the addition of **-d** or **-ed** to the present.

Irregular verbs generally change the vowel of the present to form the past.

Present.	Past.	Present.	Past.	Present.	Past.
<i>eat,</i>	<i>ate.</i>	<i>drive,</i>	<i>drove.</i>	<i>fall,</i>	<i>fell.</i>
<i>bid,</i>	<i>bade.</i>	<i>cleave,</i>	<i>clove.</i>	<i>blow,</i>	<i>blew.</i>
<i>steal,</i>	<i>stole.</i>	<i>choose,</i>	<i>chose.</i>	<i>sell,</i>	<i>sold.</i>
<i>swim,</i>	<i>swam.</i>	<i>wake,</i>	<i>woke.</i>	<i>bring,</i>	<i>brought.</i>
<i>find,</i>	<i>found.</i>	<i>take,</i>	<i>took.</i>	<i>seek,</i>	<i>sought.</i>
<i>run,</i>	<i>ran.</i>	<i>stand,</i>	<i>stood.</i>	<i>buy,</i>	<i>bought.</i>

INDICATIVE MODE.

PAST TENSE.

	Singular.	Plural.
First person,	<i>I took.</i>	<i>We took.</i>
Second person,	<i>Thou tookest.</i>	<i>Ye or you took.</i>
Third person,	<i>He took.</i>	<i>They took.</i>

TEACHER'S QUESTIONS.—On "*I took.*" Special questions on *took*.
 Q.—What part of speech? Why? Transitive, intransitive, or copulative? Why? What tense? Why? **ANS.**—It denotes past time, *I took* YESTERDAY. Q.—From what present? **ANS.**—From *take*.
 Q.—How formed? **ANS.**—By change of vowel—*a* to *oo*. Q.—Regular or irregular? Why? **ANS.**—Because it does not form its past tense by the addition of *-d* or *-ed* to the present. Q.—Inflect the present. Inflect the past. Number and person? Why? Rule?

1. Parse *John ran fast.* Write *ir.* for *irregular*.

John, n. p. m. s. 3d, nom subj.
ran, v. i. ir. past, sing 3d
fast, adv.

- Parse *I stood fast.*
- Parse *We woke up.*
- Parse *They fell down.*
- Parse *I took it up.*
- Analyze *Who took those apples?*
- Parse *She ate them up.*
- Parse *Benedict Arnold sold his country.*
- Analyze *Leander swam the Hellespont.*
- Parse *The Turk awoke.*
- Write sentences with the past tense of *find*, *buy*, *run*

LESSON THIRTY-FOUR.

[Fowler's Common School Grammar, § 72.]

TO BE.

INDICATIVE MODE.

PAST TENSE.

Singular.

First person, *I was.*
 Second person, *Thou wast.*
 Third person, *He was.*

Plural.

We were.
Ye or you were.
They were.

TEACHER'S QUESTIONS.—As before. Supply in parentheses words understood. Thus, "Who is it? *I*," write "(It is) *I*."

1. Parse *He was good.*
2. Parse *You were right.*
3. Parse *Were they happy?*
4. Parse *Who were those boys?* *Truants.*
5. Parse *I was in Boston.*
6. Parse *What was that?* *Rain.*
7. Parse *A storm arose.*
8. Parse *The winds blew.*
9. Parse *The rain descended.*
10. Parse *The floods came.*
11. Analyze *The stream beat vehemently upon that house.*
12. Analyze *Who is that?*
13. Parse *It was I.*
14. Analyze *You were wrong.*
15. Analyze *The wise man founded his house upon a rock.*
16. Parse *The stream shook it not.*
17. Parse *Birds flew in the air.*
18. Analyze *Esau sold his birthright.*
19. Parse *He drove like Jehu.*
20. Parse *Philip bought traitors.*
21. Analyze *I clove him to the chin.*
22. Parse *They fell like lead.*
23. Analyze *There was a sound of revelry by night.*
24. Write sentences using the past tense of *eat*, *bid*, *steal*, *seek*.



Luke, vi. 48.

LESSON THIRTY-FIFTH.

[Fowler's Common School Grammar, §§ 58, 75.]

The FUTURE TENSE denotes FUTURE time.

Its sign is *shall* or *will*. Such verbs are called auxiliary verbs.

INDICATIVE MODE.

FUTURE TENSE.

1. The regular verb *love*.

	Singular.	Plural.
First person,	<i>I shall love.</i>	<i>We shall love.</i>
Second person,	<i>Thou wilt love.</i>	<i>Ye or you will love.</i>
Third person,	<i>He will love.</i>	<i>They will love.</i>

2. The irregular verb *be*.

First person,	<i>I shall be.</i>	<i>We shall be.</i>
Second person,	<i>Thou wilt be.</i>	<i>Ye or you will be.</i>
Third person,	<i>He will be.</i>	<i>They will be.</i>

TEACHER'S QUESTIONS.—On "*I shall go*." Q.—What is the subject? Why? Predicate? Why? Verb? Why? Transitive, intransitive, or copulative? Why? Tense? Why? ANS.—It denotes future tense, *I shall go* TO-MORROW. Q.—From what present? How formed? ANS.—By prefixing the future sign *shall*. Q.—Is *go* regular or irregular? Why? Inflect the present. The past. The future Number and person? Why? Rule?

1. Parse *I shall go*. Write *fut.* for future.

I, pr. p. s. 1st, nom. subj.
shall go, v. i. ir. fut. s. 1st.

2. Analyze *Frank will tell us*.

<i>Frank</i>	<i>will tell</i>	<i>us.</i>
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3. Parse *We shall go away*.
4. Parse *He will save us*.
5. Analyze *You will see but little of him*.
6. Parse *I shall suffer terribly*.
7. Analyze *God will help the helpless*.
8. Parse *We shall endure much hardship*.
9. Analyze *They will play a game to-morrow*.
10. Analyze *You will watch in vain*.
11. Parse *We shall be here twenty days*.
12. Analyze *Thou wilt soon forget us*.
13. Parse *You will soon become a hero*.

LESSON THIRTY-SIXTH.

[Fowler's Common School Grammar, §§ 69, 75.]

In promises, *WILL* is used in the *first person*, and *SHALL* in the *second* and *third*.

TEACHER'S QUESTIONS.—On "*I will go.*" Questions first as in the last lesson; then add: Why is *will* used instead of *shall*? *Ans.*—In promises, *will* is used in the first person, and *shall* in the second and third.

1. Parse *I will tell him.* Write *fut. prom.* for *future promissive*.

I, pr. p. s. 1st, nom. subj.

will tell, v. t. in. fut. prom. s. 1st.

him, pr. p. s. 3d, obj.

2. Parse *We will help you.*
3. Parse *He shall pay you.*
4. Parse *You shall go. I will take you.*
5. Analyze *I will marry you.*
6. Write a promise to pay a debt with *I* for the subject.
7. Write a promise that your brother shall pay a debt to-morrow.
8. Analyze *The good citizen will hope well for his country.*
9. Parse *Roses will fade.*
10. Parse *You shall have your money.*
11. Write a sentence with *I* for its subject, and with *shall* or *will*, declaring that you are to be married to-morrow.
12. Write a sentence with *you* for its object, promising to marry to-morrow.
13. Parse *He will help us.*
14. Parse *I shall drown.*
15. Parse *Nobody will help me.*
16. Parse *We will help him.*
17. Analyze *He shall not drown.*
18. Analyze *The river will bear him away*



LESSON THIRTY-SEVENTH.

[Fowler's Common School Grammar, §§ 59, 65, 75, 79.]

The PERFECT TENSE denotes an act as having NOW been done.

Its sign is *have*, which is put with the past participle.

A PARTICIPLE is a form of the verb which is used like an ADJECTIVE.

The scholar may tell the past participle by putting *have* before it.

The principal parts of a verb are the present tense, the past tense, and the past participle.

The past participle of the regular verb is like the past tense.

The past participles of irregular verbs are often formed by adding *-en* or *-n* to the present tense, sometimes to the imperfect, and they are often like the past tense.

Present.	Past. Regular.	Past Part.	Present.	Past.	Past Part.
<i>love,</i>	<i>loved,</i>	<i>loved.</i>	<i>steal,</i>	<i>stole,</i>	<i>stolen.</i>
<i>aid,</i>	<i>aided,</i>	<i>aided.</i>	<i>choose,</i>	<i>chose,</i>	<i>chosen.</i>
	Irregular.		<i>find,</i>	<i>found,</i>	<i>found.</i>
<i>eat,</i>	<i>ate,</i>	<i>eaten.</i>	<i>stand,</i>	<i>stood,</i>	<i>stood.</i>
<i>bid,</i>	<i>bade,</i>	<i>bidden.</i>	<i>sell,</i>	<i>sold,</i>	<i>sold.</i>
<i>drive,</i>	<i>drove,</i>	<i>driven.</i>	<i>bring,</i>	<i>brought,</i>	<i>brought.</i>
<i>take,</i>	<i>took,</i>	<i>taken.</i>	<i>seek,</i>	<i>sought,</i>	<i>sought.</i>
<i>cleave,</i>	<i>clove,</i>	<i>cloven.</i>	<i>swim,</i>	<i>swam.</i>	<i>swum.</i>
			<i>run,</i>	<i>ran,</i>	<i>run.</i>

INDICATIVE MODE.

PERFECT TENSE.

1. The regular verb *love*.

	Singular.	Plural.
First person,	<i>I have loved.</i>	<i>We have loved.</i>
Second person,	<i>Thou hast loved.</i>	<i>Ye or you have loved.</i>
Third person,	<i>He has loved.</i>	<i>They have loved.</i>

2. The irregular verb *be*.

First person,	<i>I have been.</i>	<i>We have been.</i>
Second person,	<i>Thou hast been.</i>	<i>Ye or you have been.</i>
Third person,	<i>He has been.</i>	<i>They have been.</i>

TEACHER'S QUESTIONS.—On "*I have taken the letter.*" Questions as before as far as the tense of *have taken*. Q.—Tense? Why? Ans.—It denotes an action as just now done. Q.—From what present? Ans.—*Take*. Q.—How formed? Ans.—By prefixing the sign *have* to the past participle *taken*. Q.—Give the principal parts of *take*. Ans.—Present *take*, past *took*, past participle *taken*. Q.—Regular or irregular? Why? Inflect the present. The past. The future. The perfect. Number and person? Why? Rule?

1. Parse *I have loved thee*. Write perf. for perfect.

*I, pr. p. s. 1st, nom. subj.
have loved, v. t. reg. perf. s. 1st
thee, pr. p. s. 2d, obj.*

2. Parse *He has been away.*
3. Parse *He has found his match.*
4. Analyze *He has caught a Tartar.*
5. Parse *We have lived long.*
6. Analyze *We have seen many men.*
7. Parse *I have written the letter.*
8. Analyze *I have told you all about it.*
9. Analyze *I have just returned from Paris.*
10. Parse *Have you been to town this morning?*
11. Parse *Have you taken breakfast?*
12. Analyze *Thou hast chosen the good part.*
13. Write a sentence upon the picture, with the perfect of *take*.
14. Write another with the perfect of *flee*.
15. Write another with the perfect of *leave*.
16. Analyze *He has taken his staff in his hand.*
17. Analyze *He has sold his birthright for a mess of pottage.*
18. Parse *The Iliad of Homer has survived two thousand years.*
19. Write a sentence with the perfect of *steal*.
20. Parse *He has found my books.*
21. Analyze *He has brought his Robinson Crusoe to school.*
22. Parse *How many boys have read Robinson Crusoe?*
23. Write a sentence with the perfect of *eat*.
24. Write a sentence with the perfect of *drown*.
25. Parse *He has left the city.*
26. Parse *He has stood on Bunker Hill.*
27. Analyze *I shall drown.*
28. Parse *I will marry you.*
29. Parse *He shall not drown.*
30. Write sentences with the perfects of *bid*, *run*, *sell*.



LESSON THIRTY-EIGHTH.

[Fowler's Common School Grammar, §§ 60, 75, 72.]

The PAST PERFECT TENSE denotes an act as done BEFORE SOME PAST time.

Its sign is *had*, which is put with the past participle.

INDICATIVE MODE.

PAST PERFECT TENSE.

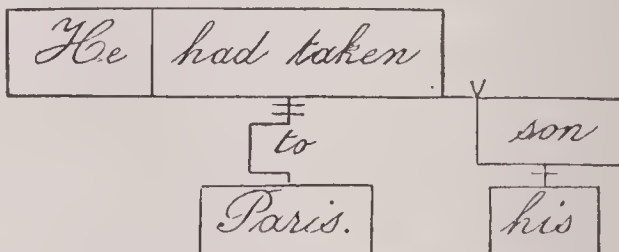
1. The regular verb *love*.

Singular.

Plural.

First person, *I had loved.**We had loved.*Second person, *Thou hadst loved.**Ye or you had loved.*Third person, *He had loved.**They had loved.*2. The irregular verb *be*.First person, *I had been.**We had been.*Second person, *Thou hadst been.**Ye or you had been.*Third person, *He had been.**They had been.*

TEACHER'S QUESTIONS.—As in LESSON XXXVII.

1. Analyze *He had taken his son to Paris.*

2. Parse *He had tried every thing.* Write past perf. for past perfect.
3. Analyze *He had hoped till that moment.*
4. Parse *He had loved much.*
5. Parse *We had seen better days.*
6. Analyze *Washington had crossed the Delaware the night before.*
7. Parse *They had tried every thing.*
8. Analyze *Franklin had already invented the lightning-rod*
9. Parse *We will help you.*
10. Parse *He shall help you.*
11. Parse *I shall drown.*
12. Analyze *We came too late. He had sunk.*
13. Parse *You had fought bravely.*
14. Analyze *He had been long an invalid.*

[Fowler's Common School Grammar, § 61, 75, 72.]

The FUTURE PERFECT TENSE denotes an act as done BEFORE SOME FUTURE time.

Its sign is *shall have* or *will have*, which is put with the past participle.

In promises, WILL HAVE is used in the *first person*, and SHALL HAVE in the *second* and *third*.

INDICATIVE MODE.

FUTURE PERFECT TENSE.

1. The regular verb *love*.

	Singular.	Plural.
First person,	<i>I shall have loved.</i>	<i>We shall have loved.</i>
Second person,	<i>Thou wilt have loved.</i>	<i>Ye or you will have loved.</i>
Third person,	<i>He will have loved.</i>	<i>They will have loved.</i>

2. The irregular verb *be*.

First person,	<i>I shall have been.</i>	<i>We shall have been.</i>
Second person,	<i>Thou wilt have been.</i>	<i>Ye or you will have been.</i>
Third person,	<i>He will have been.</i>	<i>They will have been.</i>

TEACHER'S QUESTIONS.—As in Lessons XXXV. and XXXVI.

1. Parse *I shall have been successful before that*. Write fut. perf. for future perfect, and fut. perf. prom. for future perfect promissive.

I, pr. p. s. 1st, nom. subj.
shall have been, v. c. in. fut. perf. s. 1st.
successful, a. p. pred.
before, prep.
that, pr. dem. s. 3d, obj.

2. Parse *He will have gone at nightfall*.
3. Parse *We will have gone before night*.
4. Analyze *They will have shorn him before long*.
5. Analyze *Before the end of a hundred years we shall all have died*.
6. Analyze *In an hour I shall have finished my letter*.
7. Parse *He shall have paid at three o'clock*.



LESSON FORTIETH.

MISCELLANEOUS QUESTIONS.

[The pupil may now be taught to give a synopsis of the tenses of the indicative mode, and may inflect only the tense in which his verb is found. Each sentence should be analyzed at recitation, as in Lessons XVIII.-XXVIII., and then each word parsed.]

SYNOPSIS.

Regular verb *love*.Present, *I love*.Past, *I loved*.Future, *I shall love*.Perfect, *I have loved*.Past perfect, *I had loved*.Future perfect, *I shall have loved*.

SYNOPSIS.

Irregular verb *be*.*I am*.*I was*.*I shall be*.*I have been*.*I had been*.*I shall have been*.

1. Parse *Life seems short*.
2. Analyze *Good books are pleasant companions*.
3. Parse *I shall drown*.
4. Parse *I will go*.
5. Parse *Thou wilt soon forget me*.
6. Parse *Thou shalt soon be paid*.
7. Analyze *Who took those apples?*
8. Parse *It was I*.
9. Parse *She ate those peaches*.
10. Analyze *He drove like Jehu*.
11. Analyze *Who discovered the circulation of the blood?*
12. Parse *True friendship is eternal*.
13. Parse *Washington lives at Mount Vernon*.
14. Parse *Girls whisper too much*.
15. Analyze *They fell like lead*.
16. Parse *You will soon become famous*.
17. Analyze *We shall be here a week*.
18. Analyze *He shall not drown*.
19. Parse *We will help him*.
20. Analyze *Those clouds are very black*.
21. Parse *The wise man built his house upon a rock*.
22. Analyze *Have you taken supper?*
23. Parse *Before this time to-morrow I shall have gained a peerage*.
24. Parse *We had tried every thing*.
25. Analyze *He had been long in command*.
26. Parse *They shall have paid at three o'clock*.
27. Parse *Washington had crossed the Delaware the night before*.
28. Parse *I will marry you*.

29. Parse *I shall marry her.*
30. Write a sentence describing the child in the picture.
31. Write what you think will become of him.
32. Write a sentence describing the water.
33. Write a sentence about the thing in which the child lies.
34. Write a sentence about rushes in the picture.
35. Parse *He shall not drown.*
36. Analyze *To-morrow he will have starved.*
37. Parse *They had hoped till that moment.*
38. Analyze *The good citizen never despairs of the republic.*
39. Parse *A storm arose.*
40. Parse *The winds blew.*
41. Parse *God helps the stout-hearted.*
42. Analyze *Hope comes to all.*
43. Parse *The visit of a friend is the sunlight of a house.*
44. Analyze *Who is there? It is I.*
45. Parse *Good men are the images of God.*
46. Parse *Little things are great to little men.*
47. Analyze *Sleighting is cold fun.*
48. Analyze *Moses rose up early in the morning.*
49. Parse *Shepherds were poets once.*
50. Parse *We shall all pass away.*
51. Write a sentence containing a numeral.
52. Write one containing a demonstrative.
53. Write one with a distributive.
54. Write one with a copulative verb.
55. Write one with a transitive verb.
56. Write one with an interrogative.
57. Write one with the possessive plural of *man*.
58. Write one with the feminine of *husband*.
59. Write one with the second person singular of the past tense of an irregular verb.
60. Write one with a promise in the first person.
61. Analyze *Joseph's brethren fed his father's flock.*
62. Analyze *In the beginning God created the earth.*



LESSON FORTY-FIRST.

[Fowler's Common School Grammar, § 62.]

The INDICATIVE mode expresses a *simple assertion or question*.

The POTENTIAL mode expresses *possibility, necessity, or DUTY*.

Its signs are *may, can, must, might, could, would, should*.

The SUBJUNCTIVE mode expresses a *condition*.

Its signs are *if, though, lest, except, unless, provided, etc.*

The IMPERATIVE mode expresses a *command*.

THE INFINITIVE is used as a *noun*.

Its sign is *to*.

The PARTICIPLES are used as *adjectives*.

TEACHER'S QUESTIONS — On "*He ran*." The subject? Why? Predicate? Why? Parse *he*. What part of speech is *ran*? Why? Transitive, intransitive, or copulative? Why? From what present? The principal parts of *run*. Regular or irregular? Why? What mode? **ANS.**—Indicative. **Q.**—Why? **ANS.**—It expresses a simple assertion. **Q.**—Its sign? **ANS.**—None. **Q.**—Tense? Why? Give the synopsis of the indicative. Inflect the tense. Number and person? Why? Rule.

1. Parse *I shall go*. Write *ind.* for *indicative*, *pot.* for *potential*, *subj.* for *subjunctive*, *imp.* for *imperative*, *inf.* for *infinitive*, *p.* for *participle*.

I, pr. p. s. 1st, nom. subj.

shall go, v. i. ii. ind. fut. s. 1st.

2. Parse *I have written the letter*.
3. Parse *I have just come home*.
4. Parse *We will help you*.
5. Parse *We shall be off to-morrow*.
6. Analyze *Who goes there? It is I*.
7. Analyze *Whose books are those?*
8. Analyze *Cowards die many times before their deaths*
9. Parse *God will help the helpless*.
10. Analyze *God will have a stroke in every battle*.
11. Analyze *He will have gone before night*.
12. Write a sentence with an indicative present.
13. Write a sentence with an indicative past.

LESSON FORTY-SECOND.

[Fowler's Common School Grammar, § 75.]

The *sign* of the POTENTIAL PRESENT is *may*
can, or *must*.

The regular verb *love*.

SINGULAR.

First person, *I may, can, or must love.*

Second person, *Thou mayest, canst, or must love.*

Third person, *He may, can, or must love.*

PLURAL.

First person, *We may, can, or must love.*

Second person, *Ye or you may, can, or must love.*

Third person, *They may, can, or must love.*

TEACHER'S QUESTIONS.—As in Lesson XLI. Ask also of each potential: Which does it express, possibility, necessity, or duty?

1. Parse *He must go.*

He, pr. p. s. m. 3d, nom. subj.

must go, v. i. ii. pot. pres. s. 1st.

2. Parse *You may eat those apples.*
3. Parse *He can drive a good bargain.*
4. Analyze *Leander can swim the Hellespont.*
5. Analyze *I must take my side against you.*
6. Parse *He may catch a Tartar.*
7. Parse *He can not hold the vessel.*
8. Parse *It may explode.*
9. Parse *He must drop it.*
10. Analyze *What can he do?*
11. Analyze *It may blind him.*
12. Analyze *He has taken the cup.*
13. Parse *He may lose his sight.*
14. Parse *We may drown.*
15. Analyze *They must be here to-morrow.*
16. Analyze *All men must die.*
17. Parse *No one can be great in all things.*



LESSON FORTY-THIRD.

[Fowler's Common School Grammar, § 75.]

The sign of the POTENTIAL PAST is *might, could, would, or should*.

The regular verb *love*.

SINGULAR.

First person, *I might, could, would, or should love.*

Second per., *Thou mightest, couldst, wouldst, or shouldst love.*

Third per., *He might, could, would, or should love.*

PLURAL.

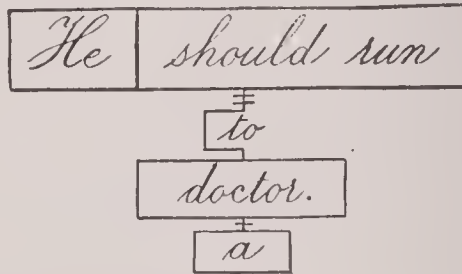
First person, *We might, could, would, or should love.*

Second person, *Ye or you might, could, would, or should love.*

Third person, *They might, could, would, or should love.*

TEACHER'S QUESTIONS.—As in Lesson XLII.

1. Analyze *He should run to a doctor.*



2. Parse *They could not go yesterday.*
3. Parse *I might perhaps go to Boston.*
4. Parse *You would like him much.*
5. Analyze *You should trust your friends.*
6. Analyze *You should love your enemies.*
7. Parse *She might do better.*
8. Parse *We should review our lessons often.*
9. Analyze *Leander could swim the Hellespont.*
10. Parse *Lord Byron swam the Hellespont.*
11. Parse *Where can we go?*
12. Analyze *We could hope nothing more.*
13. Parse *We should do good to our neighbors*
14. Parse *I shall drown.*
15. Parse *We will help you.*
16. Analyze *Every change must have a cause.*
17. Parse *The best bread is the cheapest.*
18. Parse *We could find no other bread.*

LESSON FORTY-FOURTH.

[Fowler's Common School Grammar, § 75.]

The sign of the POTENTIAL PERFECT is *may have, can have, or must have*.

The regular verb *love*.

SINGULAR.

First person, *I may, can, or must have loved.*

Second person, *Thou mayest, canst, or must have loved.*

Third person, *He may, can, or must have loved.*

PLURAL.

First person, *We may, can, or must have loved.*

Second person, *Ye or you may, can, or must have loved.*

Third person, *They may, can, or must have loved.*

TEACHER'S QUESTIONS.—As in Lesson XLII.

1. Parse *He may have loved her*.

He, pr. p. s. m. 3d, nom. subj.

may have loved, v. t. reg. pot. perf.

her, pr. p. s. f. 3d, obj.

2. Parse *She may have seen me*.
 3. Parse *She must have eaten them*.
 4. Analyze *They must have gone to New York*.
 5. Parse *There must have been a great flood*.
 6. Parse *Many persons must have perished*.
 7. Analyze *Some may have escaped*.
 8. Analyze *Much property must have perished*.
 9. Parse *The flood may have reached the high lands*.
 10. Analyze *It must have carried away many bridges*.
 11. Parse *Some trees may have withstood the waters*.
 12. Parse *We may have trusted others too far*.
 13. Analyze *He must have seen many strange sights*.



LESSON FORTY-FIFTH.

[Fowler's Common School Grammar, § 75.]

The *sign* of the POTENTIAL PAST PERFECT is *might have, could have, would have, or should have.*

The regular verb *love*.

SINGULAR.

First, *I might, could, would, or should have loved.*

Second, *Thou mightest, couldst, wouldst, or shouldst have loved*

Third, *He might, could, would, or should have loved.*

PLURAL.

First, *We might, could, would, or should have loved.*

Second, *Ye or you might, could, would, or should have loved.*

Third, *They might, could, would, or should have loved.*

SYNOPSIS OF THE POTENTIAL MODE.

Present, *I may, can, or must love.*

Past, *I might, could, would, or should love.*

Perfect, *I may, can, or must have loved.*

Past perfect, *I might, could, would, or should have loved.*

TEACHER'S QUESTIONS.—As in Lesson XLII.

1. Parse *They might have escaped.*

They, pr. p. pl. 3d, nom. subj.

might have escaped, v. i. reg. pot. past perf.

2. Parse *They could have saved me.*
3. Parse *You should have studied harder.*
4. Analyze *We might have aimed higher.*
5. Analyze *Where could they have fled?*
6. Parse *That would have been much better.*
7. Parse *They might have fled before the battle.*
8. Write sentences with a past perfect, a present, and a perfect potential suggested by the picture.



LESSON FORTY-SIXTH.

[Fowler's Common School Grammar, §§ 88, 133.]

CONJUNCTIONS connect *sentences, clauses, or like parts* of clauses.

A clause is *one verb* and subject with all their adjuncts.

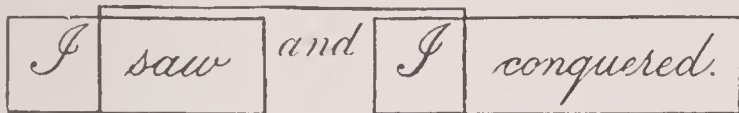
CO-ORDINATE CONJUNCTIONS connect *sentences or LIKE PARTS* of a sentence.

They make no simple combination, but are merely *signs* of connection.

Such are *and, but, or, nor, yet*, etc. ; correlatives, *both—and, either—or*, etc.

TEACHER'S QUESTIONS.—On "*I saw and I conquered.*" Special questions on *and*. Q.—What part of speech is *and*? ANS.—A conjunction. Q.—Why? ANS.—It connects two clauses. Q.—What clauses? ANS.—Those in which *saw* and *conquered* are the principal verbs. Q.—What kind of conjunction? ANS.—Co-ordinate. Q.—Why? ANS.—It connects like parts of a sentence. Q.—Rule? ANS.—Co-ordinate conjunctions connect sentences, or like parts of a sentence.

1. Analyze *I saw and I conquered.* Analyze each clause, connect the lines of predication, and write the conjunction between, as in the diagram.



2. Parse *You can go or you can stay.* Write conj. c. for co-ordinate conjunction.

You, pr. p. pl. 2d, nom. subj.

can go, v. i. ir. pot. pres. pl. 2d.

or, conj. c.

you, pr. p. pl. 2d, nom. subj.

can stay, v. i. reg. pot. pres. pl. 2d.

3. Analyze *They must come, and they must work.*
4. Analyze *I shall go, and you shall stay.*
5. Parse *I have lived long, and I have seen many changes.*
6. Analyze *Art is long and life is short.*
7. Parse *The good are rare, and they are not always welcome.*
8. Parse *We must study more, and we must work faster.*
9. Analyze *I can fly and I can run.*
10. Parse *Washington was a native of Virginia, and he lived there much of his life.*
11. Analyze *The sun rises and the sun goes down.*

LESSON FORTY-SEVENTH.

[Fowler's Common School Grammar, §§ 117, 119.]

When the subject is TWO or MORE NOUNS taken conjointly, the verb takes the PLURAL.

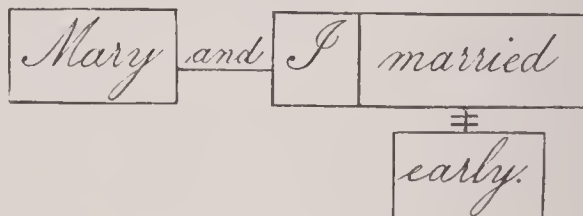
A SINGULAR COLLECTIVE may combine with plurals when the *individuals* are in mind.

A *repeated* subject is often *understood*.

It should be written out in the answers to the questions, and so should other omitted words. Such words may be put in parentheses.

TEACHER'S QUESTIONS.—On "*One and one are two.*" Special questions on *are*. Q.—Parse *are*. ANS.—*Are* is a VERB, because it predicates; COPULATIVE, because it predicates the numeral *two*;—present *be, is, or am*, past *was*, past participle *been*;—IRREGULAR, because it does not form its past tense and past participle by the addition of *-d* or *-ed*; INDICATIVE mode, because it expresses a simple assertion;—PRESENT tense, because it denotes present time (*one and one are NOW two*);—*I am, thou art, he is, we are, ye or you are, they are*;—PLURAL number and THIRD person, to agree with its subject. A verb agrees with its subject in number and person. Q.—What is its subject? ANS.—*One and one*. Q.—Rule? ANS.—When the subject is two or more nouns taken conjointly, the verb takes the plural number.

1. Analyze *Mary and I married early.*



2. Parse *I saw and conquered.*

I, pr. p. s. 1st. nom. subj.

saw, v. i. r. ind. past, s. 1st.

and, conj. c.

I, pr. p. s. 1st. nom. subj.

conquered, v. i. reg. ind. past, s. 1st.

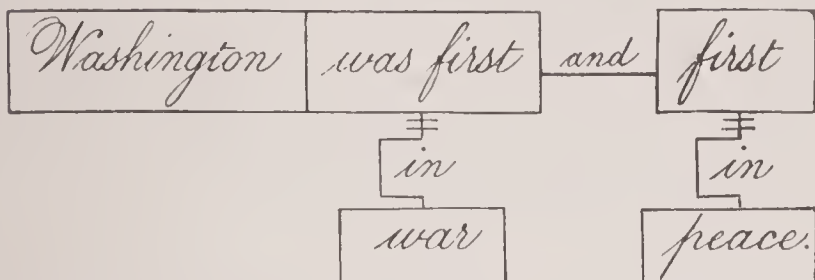
3. Analyze *You and I are old friends.*

4. Analyze *I went and saw him.*

5. Analyze *Leander and Lord Byron swam the Hellespont.*

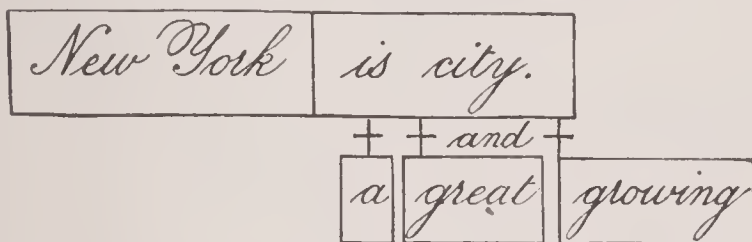
6. Analyze *I have lived and suffered.*

7. Analyze *Washington was first in war and first in peace.*



8. Analyze *Franklin was wise and patriotic.*

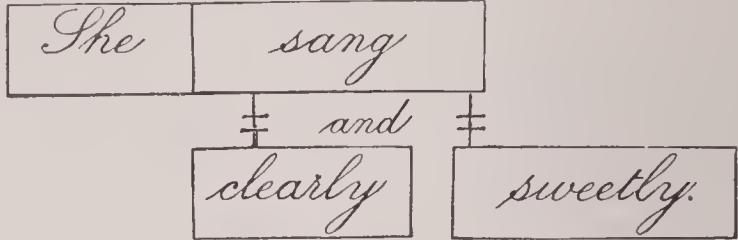
9. Analyze *New York is a great and growing city.*



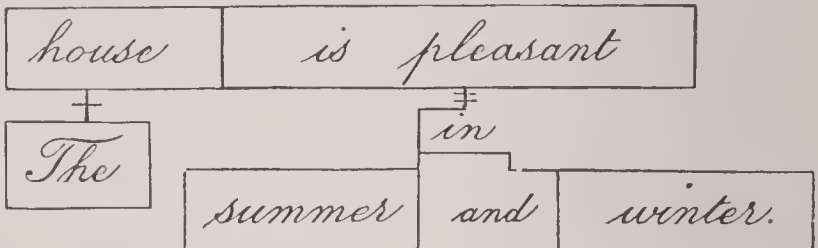
10. Analyze *Lafayette was a generous and ardent man.*
 11. Analyze *They ran fuster and fuster.*
 12. Analyze *Washington and Lafayette were firm friends.*
 13. Analyze *I went to New York, and there I saw an elephant.*
 14. Analyze *Many men and much property must have perished.*
 15. Analyze *You and I should trust our friends and love our enemies.*
 16. Analyze *A king or a queen always rules in England.*
 17. Analyze *She lays her hands to the spindle, and her hands hold the distaff.*
 18. Analyze *She makes fine linen and sells it.*
 19. Analyze *She opens her mouth with wisdom, and in her tongue is the law of kindness.*
 20. Analyze *She looks well to the ways of her household, and eats not the bread of idleness.*
 21. Analyze *Many daughters have done virtuously, but thou excellest them all.*



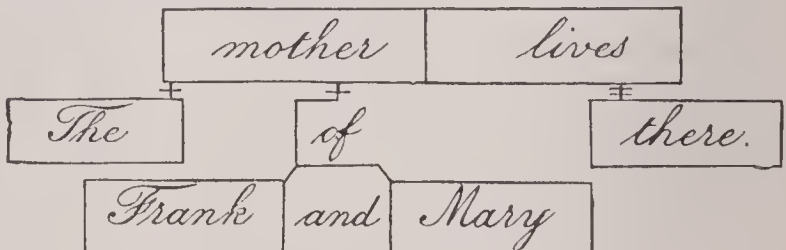
22. Parse *We were unanimous.*
 23. Parse *The society were agreed.*
 24. Parse *The Senate is in session.*
 25. Parse *The Convention were all ready for the vote.*
 26. Analyze *The Senate and House of Representatives concurred in a resolution of adjournment.*
 27. Analyze *She sang clearly and sweetly.*



28. Parse *My wife and I agreed.*
 29. Analyze *He harangued loudly and long.*
 30. Analyze *Where are your pen and ink?*
 31. Analyze *Three and four are seven.*
 32. Parse *Three and two are five.*
 33. Analyze *The Senate were all anxious for news.*
 34. Analyze *The house is pleasant in summer and winter.*

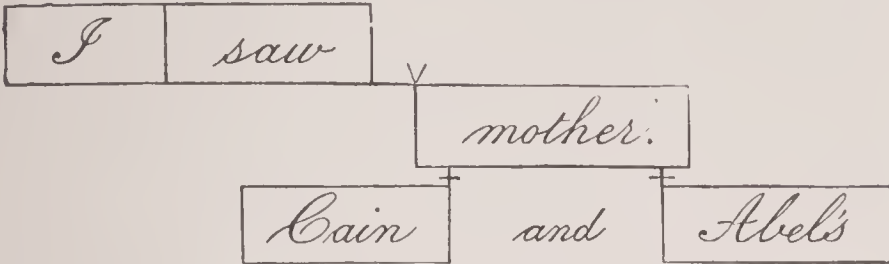


35. Analyze *The soil is good for cotton and corn.*
 36. Analyze *Active labor is good for the stomach and to pocket.*
 37. Analyze *Early rising helps to health and wealth.*
 38. Parse *The Senate listen to every word.*
 39. Parse *Napoleon's army was victorious at Marengo.*
 46. Analyze *The mother of Frank and Mary lives there.*

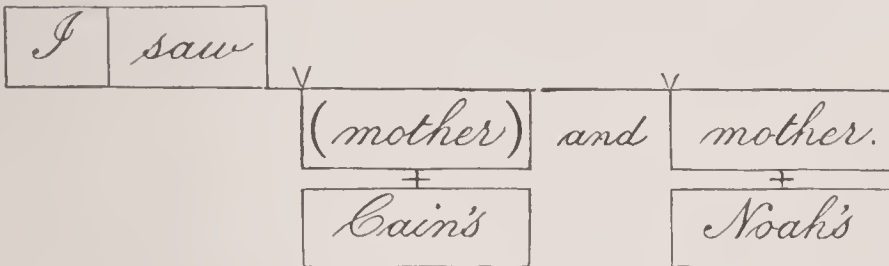


41. Analyze *Eve was the mother of Cain and Abel.*

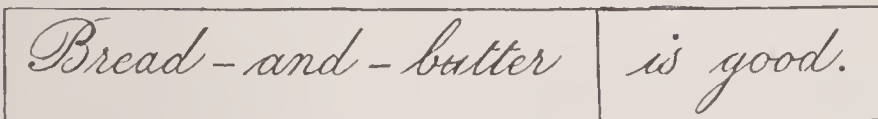
42. Analyze *I saw Cain and Abel's mother.*



43. Analyze *I saw Cain's and Noah's mother.*



44. Analyze *Bread and butter is good.*



45. Analyze *I want a bowl of bread and milk.*

46. Analyze *The name of the firm is J. Smith and Co.*

47. Analyze *Eve was Cain and Abel's mother.*

48. Analyze *Adam was Cain and Abel's father.*

49. Analyze *I went to Smith, Brown, and Company's store.*

50. Analyze *I went to Smith's and Brown's store.*

51. Analyze *Have you Andrews and Stoddard's Grammar?*

52. Analyze *Have you Worcester's and Webster's Dictionary?*

53. Analyze *Have you seen Washington's and Jefferson's picture?*

54. Analyze *The House were all busy.*

55. Analyze *Washington and Franklin were true patriots.*

56. Analyze *Washington was first in war, first in peace, and first in the hearts of his countrymen.*

57. Analyze *Franklin wrested the lightning from heaven, and the scepter from tyrants.*

58. Analyze *The Germans sometimes sneer at bread-and-butter philosophy.*

LESSON FORTY-EIGHTH.

[Fowler's Common School Grammar, §§ 125, 75.]

The sign of the SUBJUNCTIVE mode is *if*, *though*, *lest*, *unless*, *provided*, or the like.

SUBORDINATE conjunctions connect a subordinate *clause* to some *word* which it modifies.

Such are *if*, *though*, *lest*, *unless*, *provided*, *because*, *as*, *than*, etc.

A subordinate clause is used as a *substantive*, an *adjective*, or an *adverb*.

The clause containing a subjunctive is a conditional adverb, and modifies the verb to which it is connected by its conjunction.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. The regular verb *love*.

	SINGULAR.	PLURAL.
First person,	<i>If I love.</i>	<i>If we love.</i>
Second person,	<i>If thou love.</i>	<i>If ye or you love.</i>
Third person,	<i>If he love.</i>	<i>If they love.</i>

2. The irregular verb *be*.

First person,	<i>If I be.</i>	<i>If we be.</i>
Second person,	<i>If thou be.</i>	<i>If ye or you be.</i>
Third person,	<i>If he be.</i>	<i>If they be.</i>

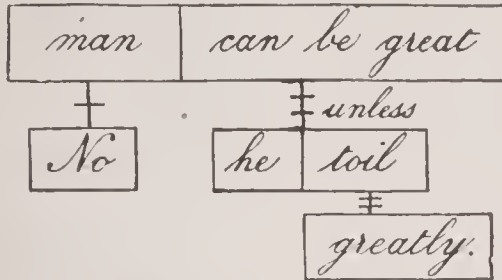
TEACHER'S QUESTIONS.—On conjunctions, like those in Lesson XLVI On the verb, as in Lesson XLVII.; also, Why is it in the subjunctive, and what is its sign?

1. Parse *He can go if he choose*. Write conj. s. for subordinate conjunction.

He, pr. p. s. 3d, nom. subj.
can go, v. i. ii. pot. pres. s. 3d.
if, conj. s.
he, pr. p. s. 3d, nom. subj.
choose, v. i. ii. subj. pres. s. 3d.

2. Parse *We shall not live long if we live fast*.
 3. Parse *Others will help us if we help ourselves*.
 4. Parse *I will trust him, though he slay me*.
 5. Parse *He will give if he have money*.
 6. Parse *They can go if they choose*.

7. Parse *You can not trust a workman unless he love his work.*
 8. Analyze *No man can be great unless he toil greatly.* Treat the adverbial clause like a simple adverb.



9. Analyze *No one will help us unless we help ourselves.*
 10. Analyze *We shall have friends if we are ourselves friendly.*
 11. Parse *I shall try again, though I fail again.*
 12. Analyze *He will judge justly provided his own pocket be untouched.*
 13. Parse *We can have no friends unless we are ourselves friendly.*

LESSON FORTY-NINTH.

[Fowler's Common School Grammar, §§ 125, 75.]

SUBJUNCTIVE MODE.

PAST TENSE.

1. The regular verb *love*.

	SINGULAR.	PLURAL.
First person,	<i>If I loved.</i>	<i>If we loved.</i>
Second person,	<i>If thou loved.</i>	<i>If ye or you loved.</i>
Third person,	<i>If he loved.</i>	<i>If they loved.</i>

2. The irregular verb *be*.

First person,	<i>If I were.</i>	<i>If we were.</i>
Second person,	<i>If thou wert.</i>	<i>If ye or you were.</i>
Third person,	<i>If he were.</i>	<i>If they were.</i>

Besides the forms already given, all the forms of all the tenses of the indicative and potential modes are used after the conditional conjunctions, and are then called subjunctives.

TEACHER'S QUESTIONS.—As in Lesson XLVIII.

1. Parse *He would give if he were here.*
 2. Parse *We should have friends if we were friendly.*
 3. Analyze *Men would be happy if they were good.*

4. Analyze *Men would not worship the sun if they knew God.*
5. Parse *The sunrise would not be beautiful if its maker loved not beauty.*
6. Analyze *If men were pure in heart they should see God.*
7. Parse *Life has been long if it has answered life's great end.*
8. Analyze *Fire is a good servant, but a bad master.*
9. Parse *Not wealth, but contentment, makes men happy.*
10. Analyze *If thou hadst been here my brother would not have died.*



LESSON FIFTIETH.

[Fowler's Common School Grammar, §§ 75, 96, II.]

IMPERATIVE MODE.

The regular verb *love*.

SINGULAR.

Love, or love thou.

PLURAL.

Love, or love ye or you.

The subject of an imperative is *thou*, or *you* or *ye*, and is oftenest understood.

The NAME of a person or thing ADDRESSED is in the NOMINATIVE case INDEPENDENT.

TEACHER'S QUESTIONS.—On the verb as in Lesson XLVII. ; also, when the verb is in the imperative mode, Why? On the noun addressed, Why in the nominative? Rule?

1. Parse *Run, John.* Write *imp.* for *imperative*, *indep* for *independent*.

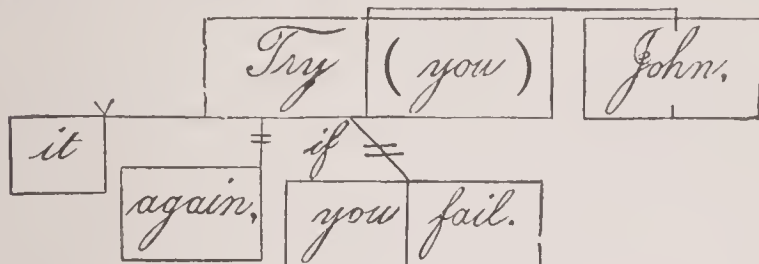
Run, v. i. ii. imp. pl. 2d.

you, pr. p. pl. 2d, nom. subj.

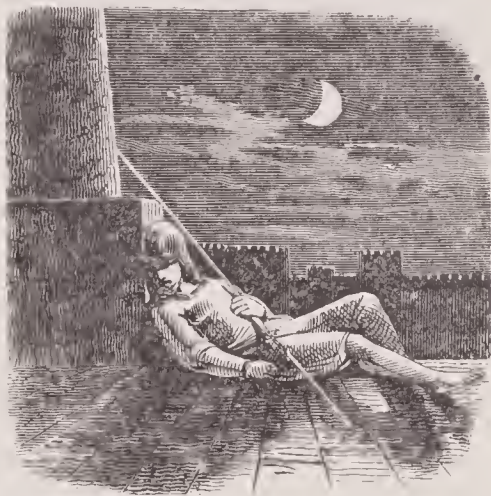
John, n. p. m. s. 2d, nom. indep.

2. Parse *Come, Sir.*
3. Parse *Fear God.*

4. Parse *Cherish your friends.*
5. Parse *Go if you choose.*
6. Analyze *Try it again, John, if you fail.* Treat a nominative independent as though it were a co-ordinate clause. It is called a *quasi-clause*.



7. Analyze *Fear God and keep His commandments.*
8. Analyze *Come, John, and see us.*
9. Analyze *Love your enemies.*
10. Parse *Trust him, and he will trust you.*
11. Analyze *Be courteous to all.*
12. Analyze *Be just and fear not.*
13. Parse *Work, man, or die.*
14. Analyze *Still in thy right hand carry gentle peace.*
15. Analyze *Honor thy father and mother.*
16. Parse *Watchman, awake.*
17. Analyze *Awake, or you perish.*
18. Parse *The sentinel sleeps, and we can take the town.*
19. Parse *To-morrow morning the city will have fallen.*
20. Analyze *Come, friends, and help us.*
21. Analyze *You and I are good friends.*
22. Parse *We might have saved them.*
23. Analyze *He might have had friends if he had been himself friendly.*
24. Parse *Submit, and I will save you.*
25. Write a sentence with an imperative suggested by the picture.



LESSON FIFTY-FIRST.

[Fowler's Common School Grammar, §§ 75, 122, 123.]

The *sign* of the INFINITIVE mode is *to*.

Bid, dare, do, feel, have, hear, let, make, need, see, and some other verbs, are followed by an infinitive without *to*.

The regular verb *love*.

Present, *To love*.

Perfect, *To have loved*.

The infinitive is construed as a neuter noun.

TEACHER'S QUESTIONS.—I. On "*He came to fish*." Q.—Parse *fish*. (ANSWER as in Lesson XLVII. as far as the mode.) Q.—Why infinitive? ANS.—It is used as a noun. Q.—Its sign? ANS.—*To*. Q.—Its case? ANS.—Objective case and governed by *to*. Q.—Rule? The objective case may be governed by a preposition. The infinitive is construed as a neuter noun.

II. On "*He begins to weep*." Questions as before to the case. Q.—What case? ANS.—*To weep* is in the objective case and governed by *begins*. Q.—Rule? ANS.—The direct object of a verb is put in the objective case.

III. On "*To live is sweet*." Questions as before to the case. Q.—What case? ANS.—*To live* is in the nominative case. Q.—Why? ANS.—It is the subject of *is*. Q.—Rule? ANS.—The subject of a finite verb is put in the nominative case.

1. Parse *He came to fish*. Write *inf.* for infinitive.

He, pr. p. m. s. 3d, nom. subj.

came, v. i. ir. ind. past, s. 3d.

to, prep.

fish, v. i. reg. inf. pres. obj.

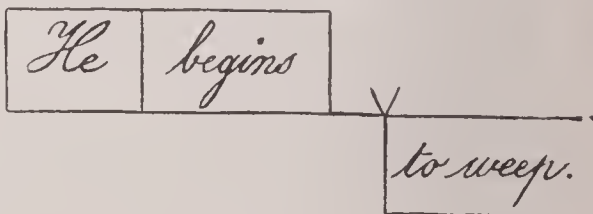
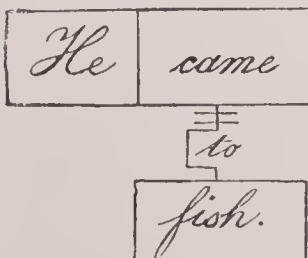
2. Parse *He begins to weep*.

He, pr. p. m. s. 3d, nom. subj.

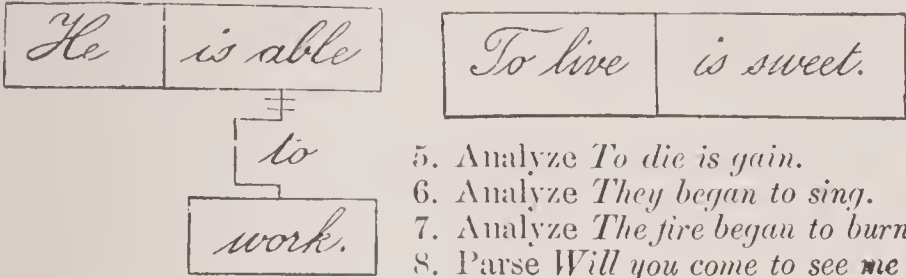
begins, v. t. ir. ind. pres. s. 3d.

to weep, v. i. ir. inf. pres. obj.

3. Analyze *He came to fish*. *He begins to weep*.



4. Analyze *He is able to work. To live is sweet.*



5. Analyze *To die is gain.*
 6. Analyze *They began to sing.*
 7. Analyze *The fire began to burn.*
 8. Parse *Will you come to see me?*
 9. Analyze *I want to go.*
 10. Parse *Shall you go to hear the lecture?*
 11. Parse *I hope to go.*
 12. Analyze *Learn to wait.*
 13. Analyze *He seems to have suffered much.*
 14. Parse *The cold begins to abate.*
 15. Parse *He stops to warm his hands.*
 16. Analyze *The picture represents a lazy man. He should go to plow, but he has made a fire, and stays to warm himself.*
 17. Analyze *If he does not plow in spring he will have to beg in harvest.*
 18. Parse *He spreads his hands to warm them.*
 19. Analyze *Learn to labor and to wait.*
 20. Analyze *To die for one's country is sweet.*
 21. Parse *He claims to have taught in Paris.*
 22. Analyze *To cease from strife is an honor.*
 23. Analyze *Make haste slowly.*
 24. Analyze *Run, John, and rouse him.*
 25. Parse *Work, man, or you will starve.*
 26. Write a sentence with a present infinitive about the man in the picture.
 27. Write one with a perfect infinitive about his hands.
 28. Write another about his feet.
 29. Write a prediction about him.
 30. Write a sentence about the fire.



LESSON FIFTY-THIRD.

[Fowler's Common School Grammar, §§ 63-65, 75, 127, 128.]

A PARTICIPLE describes or defines a noun.The sign of the present participle is **-ING**, of the past in regular verbs **-ED**, of the compound perfect **HAVING**.1. The regular verb *love*.

Present.	Past.	Compound perfect.
<i>Loving.</i>	<i>Loved.</i>	<i>Having loved.</i>

2. Irregular verbs.

<i>Being.</i>	<i>Been.</i>	<i>Having been.</i>
<i>Taking.</i>	<i>Taken.</i>	<i>Having taken.</i>
<i>Selling.</i>	<i>Sold.</i>	<i>Having sold.</i>

TEACHER'S QUESTIONS.—Parse a participle just as the verb is parsed in Lesson XLVII. as far as the *mode*. Q.—Why is it a participle? ANS.—Because it describes a noun. Q.—What noun? The sign? The rule?

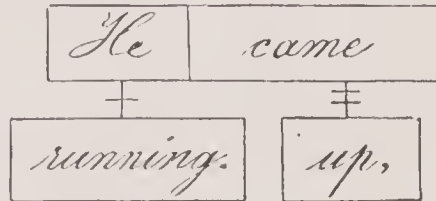
1. Analyze *He came up, running*. Treat the participle as an adjective.

2. Parse *Cæsar, wounded, fell*.

Cæsar, n. p. m. s. 3d,
nom. subj.

wounded, part. past.

fell, v. i. ii. ind. past, s. 3d.



3. Parse *He took leave, shaking hands*.

4. Parse *I went along, eating my roll*.

5. Analyze *Alexander, having conquered the world, wept for more worlds to conquer*.

6. Analyze *Alexander, springing on the back of Bucephalus, soon tamed him*.

7. Analyze *Alexander, marching into Asia, defeated Darius*.

8. Analyze *Alexander, overcome by intoxication, murdered his friend*.



Alexander the Great.

LESSON FIFTY-FOURTH.

[Fowler's Common School Grammar, § 96, I.]

The **SUBJECT** of a *participle*, if free from other government, is put in the **NOMINATIVE absolute**.

The *nominative absolute* and its modifiers make up a *subordinate adverbial quasi-clause* of *time, cause, condition, or accompaniment*.

Similar adverbial clauses with a finite verb may follow *when, while, before, after, till, since, provided, etc.*

TEACHER'S QUESTIONS.—On "*She running, he ran.*" Parse *she* as usual to its case. Q.—Why nominative absolute? **ANS.**—It is the subject of *running*, and free from other government. Q.—Rule? What kind of a clause is *she running*? **ANS.**—A subordinate adverbial of time. Q.—Modifying what? **ANS.**—*ran*. Henceforth in parsing always tell whether subordinate clauses are substantive, adjective, or adverbial, and how they are parsed as such.

1. Analyze *She running, he ran. When she ran, he ran.*

<i>he</i>	<i>ran.</i>
-----------	-------------

<i>She running,</i>

<i>he</i>	<i>ran.</i>
-----------	-------------

<i>When</i>

<i>she</i>	<i>ran.</i>
------------	-------------

2. Parse *He smiling, she smiled.*
Write *abs.* for *absolute*.
3. Analyze *One yawning, all yawned.*
4. Analyze *Cæsar having arrived, the army fought.*
5. Parse *When one yawns, all yawn.*
6. Analyze *When Cæsar had arrived, the battle began.*
7. Analyze *While she smiles, he smiles.*
8. Parse *After peace comes, plenty follows.*
9. Analyze *Peace having come, plenty will come.*
10. Parse *His life being honorable, he will have honor.*
11. Analyze *Do you wish to have friends? Show yourself friendly.*
12. Analyze *Alexander having murdered his friend, dishonored his name.*
13. Parse *There is hope while there is life.*
14. Analyze *Before plenty will come, peace must come.*
15. Analyze *Having written the letter, I mailed it.*
16. Parse *I shall drown. Nobody will help me.*

LESSON FIFTY-FIFTH.

[Fowler's Common School Grammar, §§ 75, 76.]

The ACTIVE VOICE represents its *subject* as ACTING.

The PASSIVE VOICE represents its *subject* as ACTED UPON.

The *sign* of the passive is the verb BE, with the *past participle* of a *transitive* verb.

The same forms of BE with the present participle make the PROGRESSIVE forms of the active voice.

With the *past* participle of an *intransitive* verb, *am*, *art*, *is*, are the sign of the *perfect active*; and *was*, *wast*, *were*, *are* the sign of the *past perfect active*.

The regular verb *love*.

PASSIVE VOICE.

INDICATIVE PRESENT.

SINGULAR.

1. *I am loved.*
2. *Thou art loved.*
3. *He is loved.*

PLURAL.

- We are loved.*
- Ye or you are loved.*
- They are loved.*

INDICATIVE PAST.

1. *I was loved.*
2. *Thou wast loved.*
3. *He was loved.*

- We were loved.*
- Ye or you were loved.*
- They were loved.*

TEACHER'S QUESTIONS.—Hereafter the voice of all transitive verbs should be given next after calling them transitive, e. g. *is loved* is a VERB, etc., TRANSITIVE, etc., in the PASSIVE VOICE, because it represents its subject as acted upon; REGULAR, because, etc., as in Lesson XLVII. Whenever the *progressive* form occurs, e. g. *is loving*, it should be asked about.

1. Parse *The good are loved.* Write *pass.* for *passive*

The, def. art.

good, n. c. c. pl. 3d, nom. subj.

are loved, v. t. pass. reg. ind. pres. pl. 3d.

2. Parse *The cruel are condemned.*
3. Analyze *Darius was defeated.*
4. Analyze *Bucephalus was tamed by Alexander.*
5. Parse *The letter was written yesterday.*
6. Analyze *The earth was created by the word of God.*

7. Analyze *Washington is remembered with gratitude.*
8. Analyze *Our wrong deeds are remembered with regret.*
9. Parse *The sun is rising.*
10. Parse *We are going to New York.*
11. Analyze *We were caught in a shower.*
12. Parse *We are hoping to visit Washington.*
13. Analyze *A sad heart is soon tired.*
14. Analyze *Thousands were killed by Cæsar.*
15. Analyze *He is gone to New York.*
16. Analyze *He is just come.*
17. Parse *They have just gone.*
18. Write a predicate in the progressive form for *The sun*
_____.
19. Write a predicate in the progressive form for *The wind*
_____.
20. Write a predicate in the progressive past for *The storm*
_____.
21. Analyze *The stars were shining brightly.*
22. Parse *Those apples were stolen.*
23. Analyze *Thousands are made to mourn by man's inhumanity.*
24. Parse *Darius was defeated by Alexander.*
25. Analyze *What is represented in the picture?*
26. Analyze *Who are flying thus between earth and heaven?*
27. Parse *They are women with wings.*
28. Analyze *Are women born with wings?*
29. Write a sentence with a progressive present about the figures in the picture.
30. Write one with a passive singular and a cardinal suggested by the picture.
31. Write one with a progressive form and an ordinal about one of the figures in the picture.
32. Write one with a passive plural about their wings.
33. Analyze *Angels are sent to visit us.*
34. Analyze *The most secret act is known.*



35. Analyze *Wings are made for flight.*
36. Parse *Rhymes are made for pleasure.*
37. Parse *Time is flying.*
38. Write a progressive past about George Washington.
39. Write a progressive past describing an event which took place A.D. 1492.
40. Parse *I shall drown. Nobody will help me.*
41. Parse *He will drown. I shall not help him.*
42. Analyze *Have you heard her sing?*
43. Parse *I was going to hear her sing.*
44. Parse *She is gone to get those books.*
45. Analyze *Let her go.*
46. Analyze *I do hope to see you soon.*
47. Analyze *The ships are wrecked.*
48. Write a progressive verb about the sun in the picture.
49. Parse *Night is coming on.*
50. Parse *The winds are hushed.*
51. Write a passive present describing the sea in the picture.
52. Write an active indicative future about the sea in the picture.
53. Analyze *Night having come, a storm will rise.*
54. Analyze *The wind is rising. Listen.*
55. Parse *Awake, or you are lost.*
56. Analyze *Come, friends, and help us.*
57. Parse *Be just, and fear not.*
58. Analyze *You and I are old friends.*
59. Analyze *Bread and butter is good.*
60. Analyze *Smith's and Jones's stores were burned.*
61. Analyze *I must see the sight if I can.*
62. Analyze *He is going to work.*
63. Parse *Love your enemies. Trust your friends*
64. Analyze *I was caught playing in study hours.*
65. Analyze *The empire was declared to be peace by Napoleon.*
66. Parse *The noble Brutus is ascended.*



67. Analyze *The letter was written before I came.*
 68. Parse *Those apples were given to me.*
 69. Parse *He is going to New York.*
 70. Parse *He is gone to Paris.*
 71. Parse *She is just come home.*
 72. Analyze *She was going to sink, but I caught her*
-

LESSON FIFTY-SIXTH.

[Fowler's Common School Grammar, §§ 75, 112.]

RELATIVE pronouns agree with their ANTECEDENTS in *gender, number, and person.*

The RELATIVES *who, which, and that* introduce a clause which describes some noun or pronoun, and is called a SUBORDINATE ADJECTIVE clause.

The regular verb *love.*

INDICATIVE FUTURE.

SINGULAR.

1. *I shall be loved.*
2. *Thou wilt be loved.*
3. *He will be loved.*

PLURAL.

- We shall be loved.*
Ye or you will be loved.
They will be loved.

In promises, *will* is used in the first person, and *shall* in the second and third.

INDICATIVE PERFECT.

- | | |
|---------------------------------|-----------------------------------|
| 1. <i>I have been loved.</i> | <i>We have been loved.</i> |
| 2. <i>Thou hast been loved.</i> | <i>Ye or you have been loved.</i> |
| 3. <i>He has been loved.</i> | <i>They have been loved.</i> |

INDICATIVE PAST PERFECT.

- | | |
|----------------------------------|----------------------------------|
| 1. <i>I had been loved.</i> | <i>We had been loved.</i> |
| 2. <i>Thou hadst been loved.</i> | <i>Ye or you had been loved.</i> |
| 3. <i>He had been loved.</i> | <i>They had been loved.</i> |

INDICATIVE FUTURE PERFECT.

- | | |
|--------------------------------------|--|
| 1. <i>I shall have been loved.</i> | <i>We shall have been loved.</i> |
| 2. <i>Thou wilt have been loved.</i> | <i>Ye or you will have been loved.</i> |
| 3. <i>He will have been loved.</i> | <i>They will have been loved.</i> |

In promises, *will have* is used in the first person, and *shall have* in the second and third.

TEACHER'S QUESTIONS.—On "*He who works, wins.*" Q.—Parse *who*.
 ANS.—*Who* is a RELATIVE pronoun; it has *he* for its antecedent;
 MASCULINE, SINGULAR, 3d, because its antecedent is. Relative pro-
 nouns agree with their antecedents in gender, number, and person;
 NOMINATIVE case, because it is the subject of *works*. The subject of
 a finite verb is put in the nominative case. Q.—What kind of a
 clause is *who wins*? ANS. Subordinate adjective. Q.—What noun
 or pronoun does it describe? ANS.—*He*.
 Q.—Rule? ANS.—The relatives *who*, *which*,
 and *that* introduce a clause which describes
 some noun or pronoun, etc.

<i>He</i>	<i>wins.</i>
-----------	--------------

+

<i>who</i>	<i>works,</i>
------------	---------------

1. Analyze *He who works, wins. He*
whom we love, will love us.

<i>we</i>	<i>love,</i>		<i>He</i>	<i>will love</i>	
		+			
			<i>whom</i>		<i>us.</i>

2. Analyze *What is the end for*
which you toil?

<i>end</i>	<i>is What</i>
------------	----------------

3. Parse *He will be drowned.*

<i>the</i>	<i>which</i>
------------	--------------

4. Parse *He shall be drowned.*

5. Parse *Help, or I shall be drown-*
ed.

<i>for</i>

6. Parse *Run, and he will be saved.*

<i>you</i>	<i>toil?</i>
------------	--------------

7. Parse *At four o'clock he shall*
have been paid.

8. Parse *He found a man who had been wounded in the hand.*

9. Analyze *I, who speak, had a brother.* [r. for relative.]

10. Parse *Nothing that is base is useful.*

11. Analyze *You have been*
honored by all who honor
virtue.

12. Analyze *A basket of*
summer fruit has been
gathered.

13. Parse *It shall be eaten.*

14. Parse *Those grapes are*
delicious.

15. Analyze *Choose those*
which you are most
pleased with.

16. Analyze *I went out at*
dawn to gather them.



76 PASSIVE POTENTIAL.—APPOSITION.

17. Parse *I see the dew still lying on them.*
18. Analyze *There are men who never see or hear, though their eyes and ears are open.*

LESSON FIFTY-SEVENTH.

[Fowler's Common School Grammar, §§ 99, 75.]

An APPOSITIVE agrees in *case* with its SUBJECT.

An appositive is a noun defining another noun which denotes the same person or thing. In analysis it is treated like an adjective. The noun so defined is its subject. *AS* is sometimes a sign of apposition, and treated like a preposition in analysis. It oftener introduces a subordinate adverbial clause of manner.

The regular verb *love*.

POTENTIAL PRESENT.

1. *I may, can, or must be loved.*
2. *Thou mayest, canst, or must be loved.*
3. *He may, can, or must be loved.*
1. *We may, can, or must be loved.*
2. *Ye or you may, can, or must be loved.*
3. *They may, can, or must be loved.*

POTENTIAL PAST.

1. *I might, could, would, or should be loved.*
2. *Thou mightest, couldst, wouldst, or shouldst be loved.*
3. *He might, could, would, or should be loved.*
1. *We might, could, would, or should be loved.*
2. *Ye or you might, could, would, or should be loved.*
3. *They might, could, would, or should be loved.*

POTENTIAL PERFECT.

1. *I may, can, or must have been loved.*
2. *Thou mayst, canst, or must have been loved.*
3. *He may, can, or must have been loved.*
1. *We may, can, or must have been loved.*
2. *Ye or you may, can, or must have been loved.*
3. *They may, can, or must have been loved.*

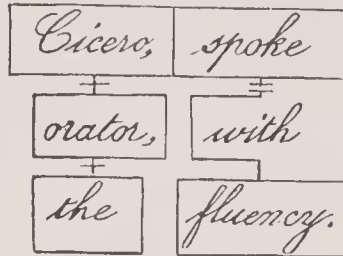
POTENTIAL PAST PERFECT.

1. *I might, could, would, or should have been loved.*
2. *Thou mightest, couldst, wouldst, or shouldst have been loved.*
3. *He might, could, would, or should have been loved.*

1. *We might, could, would, or should have been loved.*
2. *Ye or you might, could, would, or should have been loved.*
3. *They might, could, would, or should have been loved.*

TEACHER'S QUESTIONS.—On "*Cicero, the orator, must be admired.*"
Orator is parsed as before to the case. Q.—Why nominative case?
 ANS.—It is in apposition with *Cicero*. Q.—Rule? ANS.—An ap-
 positive agrees in case with its subject.

1. Analyze *Cicero, the orator, spoke with fluency.*
2. Parse *He who loves may be loved.*
3. Parse *If he had loved he might have been loved.*
4. Parse *Galileo, the astronomer, became blind.* Write app. for appositionive.



5. Analyze *Galileo may be called the Columbus of the heavens.*
6. Analyze *Galileo, as an astronomer, declared the world to move.*
7. Parse *He might have been imprisoned for life.*
8. Analyze *If he had not abjured his beliefs, he would have been kept in prison as a heretic.*
9. Analyze *He could have been saved if proper efforts had been made.*
10. Parse *Much property must have been lost.*
11. Parse *The Emperor Napoleon declares his empire to be peace.*
12. Analyze *If thou hadst been here my brother would not have died.*
13. Parse *Our friends should be trusted.*
14. Parse *Our enemies should be loved.*
15. Analyze *Rome still stands, the Niobe of nations.*
16. Parse *Strike, as I would have struck those tyrants.*
17. Analyze *Washington might have been made a king if he had wished it.*
18. Analyze *He had begun to run as fast as he could.*
19. Analyze *If he had helped others, he would have been helped by them.*



78 PASSIVE SUBJUNCTIVE.—IMPERATIVE.

LESSON FIFTY-EIGHTH.

[Fowler's Common School Grammar, §§ 75, 133, 112.]

The conjunction **THAT**, and the pronouns **WHO**, **WHICH**, and **WHAT**, often introduce a *subordinate substantive* clause.

Such a clause may be the *subject* or *object*, or used *adverbially* to denote *purpose*, or as an *appositive*.

The pronouns in this use are indefinite interrogatives either substantiva or adjective; *that which*, or *he who*, *him who*, etc., may be put for them.

The regular verb *love*.

SUBJUNCTIVE PRESENT.

SINGULAR.

1. *If I be loved.*
2. *If thou be loved.*
3. *If he be loved.*

PLURAL.

1. *If we be loved.*
2. *If ye or you be loved.*
3. *If they be loved.*

SUBJUNCTIVE PAST.

1. *If I were loved.*
2. *If thou wert loved.*
3. *If he were loved.*

1. *If we were loved.*
2. *If ye or you were loved.*
3. *If they were loved.*

Besides these forms, all the forms of the indicative and potential modes are used after the conditional conjunctions, and are then called *subjunctives*.

IMPERATIVE MODE.

Be thou loved.

Be ye or you loved.

The subject is often omitted

INFINITIVES.

Present, *To be loved.*

Perfect, *To have been loved.*

PARTICIPLES.

Present, *Being loved.*

Past, *Loved.*

Compound perfect, *Having been loved.*

TEACHER'S QUESTIONS.—Parse *what* as a substantive or adjective pronoun. Parse the clause carefully, giving its government as though it were a noun or adverb.

1. Analyze *I see what it is. I saw that he wept.*

<i>I</i>	<i>see</i>
----------	------------

<i>what is.</i>	<i>it</i>
-----------------	-----------

<i>I</i>	<i>saw</i>
----------	------------

<i>that</i>	<i>he</i>	<i>wept.</i>
-------------	-----------	--------------

2. Analyze *What is right is expedient.*

<i>What</i>	<i>is right</i>	<i>is expedient.</i>
-------------	-----------------	----------------------

3. Analyze *Go that you may see. It is true that he died.*

<i>Go</i>	<i>(you)</i>	<i>It</i>	<i>is true</i>
= <i>that</i>		+ <i>that</i>	
<i>you</i>	<i>may see.</i>	<i>he</i>	<i>died.</i>

4. Analyze *I know who he is. I saw who it was.*
5. Analyze *If he were caught, I could tell who he is.*
6. Analyze *Go slowly, that you may go surely.*
7. Analyze *I know that he has been seen.*
8. Parse *All wish to be loved. Few are loved.*
9. Analyze *All hope that they may be loved.*
10. Parse *What is right is expedient.*
11. Analyze *This is to be taken, having been well shaken.*
12. Analyze *If he had not been so dearly loved, he could not have been so deeply hated.*
13. Parse *I knew that he was going. I saw him start.*
14. Parse *He claims to have been taught in Paris.*
15. Analyze *Cusca will tell us what the matter is.*
16. Analyze *He who is out of debt is out of danger.*
17. Write about the picture a sentence containing a masculine noun.
18. Write one containing a superlative—a demonstrative.
19. Write one containing a personal pronoun—a possessive.
20. Write one with a copulative verb—a transitive verb
21. Write one with a potential present—past.



80 INTERJECTIONS.—INDEPENDENT ADVERBS,

LESSON FIFTY-NINTH.

[Fowler's Common School Grammar, §§ 90, 130, 134.]

An INTERJECTION is a word which may stand for a CLAUSE, representing some EMOTION.

Such are *O, ah, lo, ha, pshaw, alas, woe*, etc.

Some INDEPENDENT ADVERBS stand for CLAUSES.

Such are *yes, yea, no, nay*, and sometimes *indeed, verily, really, well, why*, etc.

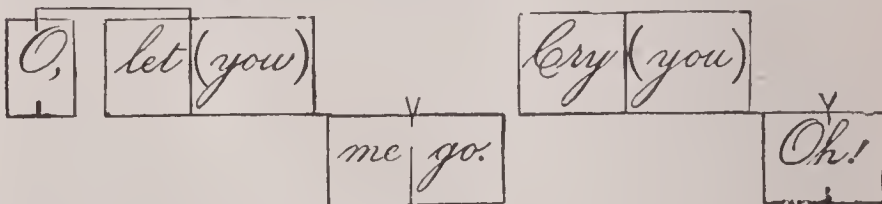
AN INTERJECTION or *independent* ADVERB has the syntax of a CLAUSE.

It may stand for the predicative combination of a sentence, a leading clause, or a subordinate substantive clause, and may be followed by an objective with or without a preposition.

TEACHER'S QUESTIONS.—I. On "*He murmured, Oh!*" Q.—What is *oh*? ANS.—An interjection. Q.—Why? ANS.—It stands for a clause representing some emotion. Q.—What emotion? ANS.—Suffering. Q.—Can you give a clause meaning the same thing? ANS.—*I suffer*. Q.—What is its syntax? ANS.—It is an exclamatory subordinate substantive quasi-clause, the direct object of *murmured*. Q.—The rule? ANS.—An interjection or independent adverb has the syntax of a clause. The direct object of a verb is put in the objective case.

II. On "*Will you go? Yes, I think so.*" Q.—What is *yes*? ANS.—An independent adverb. Q.—What clause does it stand for? ANS.—*I will go*. Q.—What is its syntax? ANS.—It is a declarative quasi-clause, co-ordinate with the clause in which *think* is the verb.

1. Analyze *O, let me go. Cry Oh!*

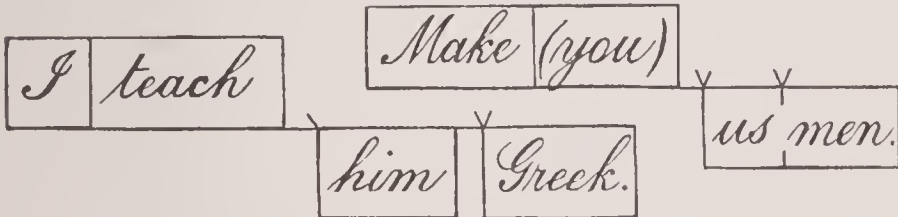


2. Analyze *He groaned, Alas!*
3. Analyze *He chuckled, Ha.*
4. Analyze *Will you sing? Yes.*
5. Parse *The poet sighed, Ah me!*
6. Analyze *The seer cried, Woe unto you!*
7. Analyze *Napoleon used to shrug his shoulders, and cry Chut! chut!*

LESSON SIXTIETH.

MISCELLANEOUS EXERCISES.

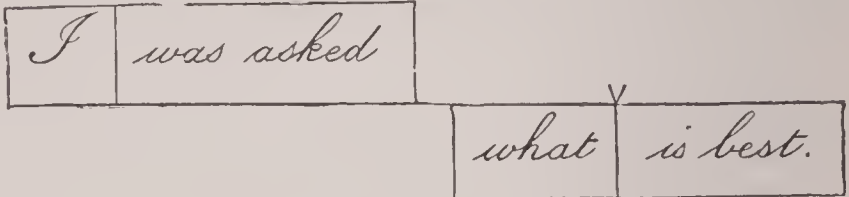
1. Write five nouns, names of things in the school-room.
2. Write five nouns, names of things which you saw as you were coming to school; and write a cardinal number with each.
3. Analyze *I saw twenty robins.*
4. Parse *I saw a hundred blackbirds.*
5. Analyze *I see the flowers appear.*
6. Write the feminine of *king, lion, master, priest.*
7. Write the masculine of *girl, mother, lady.*
8. Parse *A lady is never noisy.*
9. Analyze *Let boys be boyish.*
10. Analyze *I teach him Greek. Make us men.*



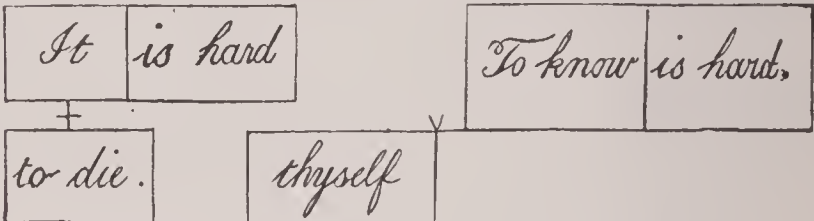
11. Analyze *Let me go.*
12. Analyze *Let me shape a figure of marble.*
13. Analyze *Let me work out feature after feature of a god.*
14. Write and analyze five sentences, each having the verb *let* and the plural of one of these words: *sculptor, man, brother, ox, child.*
15. Parse *Who is there? It is I.*
16. Parse *It is she. It is he.*
17. Write as many nouns as you can which have no singular.
18. Write as many nouns as you can of the common gender.
19. Write as many nouns as you can whose plural ends in *-en.*
20. Analyze *All that glitters is not gold.*
21. Analyze *His fingers are all thumbs.*



22. Write as many plural nouns as you can whose first vowel is different from that of the singular.
 23. Analyze *The poet is born, not made.*
 24. Analyze *I was asked, What is best?*



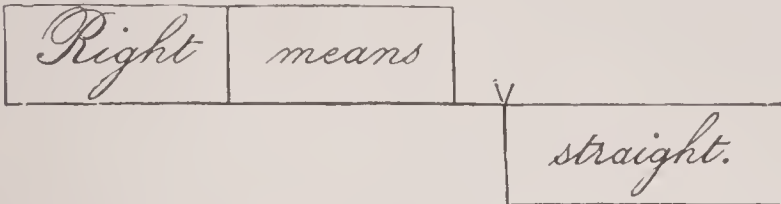
25. Analyze *I was asked a hard question.*
 26. Analyze *Thales was asked, What is the hardest thing?*
 27. Analyze *It is hard to die. To know thyself is hard.*



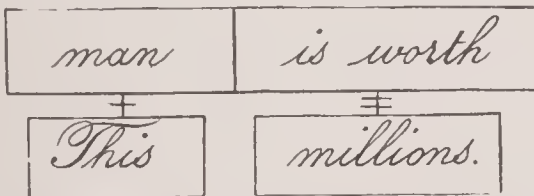
28. Analyze *Thales said, To know one's self is hard.*
 29. Analyze *What is the hardest, and what the easiest thing?*
 30. Analyze *It is the hardest thing to despair, the easiest to hope.*
 31. Analyze *When a gentleman is asked a question, he answers courteously.*
 32. Analyze and parse *When Thales was asked what is the hardest thing in the world and what the easiest, he answered, The hardest is to know one's self, and the easiest to find fault with the acts of others.*
 33. Parse *The Arabs dwell in tents.*
 34. Parse *We will build no houses.*
 35. Parse *Ye shall dwell in tents.*
 36. Write a sentence about the tent in the picture.
 37. Write a sentence with a copulative verb about the tree in the picture.



38. Write one with a progressive form about the horses.
 39. Analyze *Right means straight.*



40. Analyze *Wrong means twisted.*
 41. Analyze *Transgression means going beyond.*
 42. Analyze *Fortnight means fourteen nights.*
 43. Analyze *The upright man stands straight up.*
 44. Parse *Supercilious means raising the eyebrows.*
 45. Parse *Gipsy means Egyptian.*
 46. Analyze *Virtue means manliness.*
 47. Analyze *Vinegar is the son of wine.*
 48. Analyze *The scholar's mother tongue is his true foster mother.*
 49. Analyze *The last feather broke the camel's back.*
 50. Analyze *This man is worth millions.*

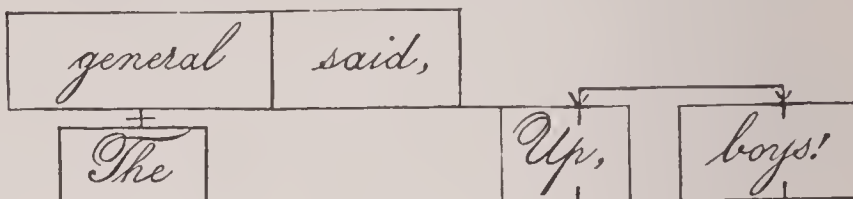


Price, value, measure, and time are often in the objective without a preposition.—Fowler's Common School Grammar, §§ 98, 132.

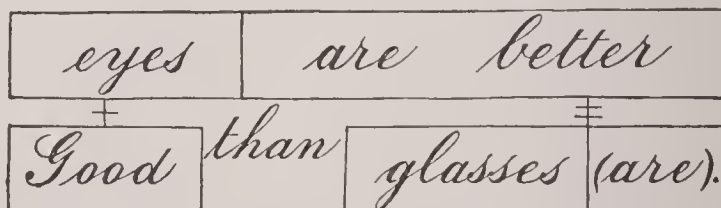
51. Analyze *This book is worth a dollar.*
 52. Parse *This book cost a dollar.*
 53. Analyze *To reign is worth ambition.*
 54. Analyze *This room is twenty feet long.*
 55. Analyze *The house should be forty feet high.*
 56. Analyze *Imbecile means leaning on a staff.*
 57. Parse *The good honor the aged.*



58. Analyze *Those boys are worth nothing.*
59. Parse *He died six years ago.*
60. Analyze *The Declaration of Independence was made the fourth day of July, 1776.*
61. Analyze *America was discovered the eleventh day of October, 1492.*
62. Analyze *I might have gone to town this morning.*
63. Analyze *The train ran forty miles an hour.*
64. Write a sentence with *green* used attributively.
65. Write one with *green* used predicatively.
66. Write one with the comparative of *bad*.
67. Write one with the comparative of *good*.
68. Analyze *A merry heart goes all the day.*
69. Analyze *The general said, Up, boys!*

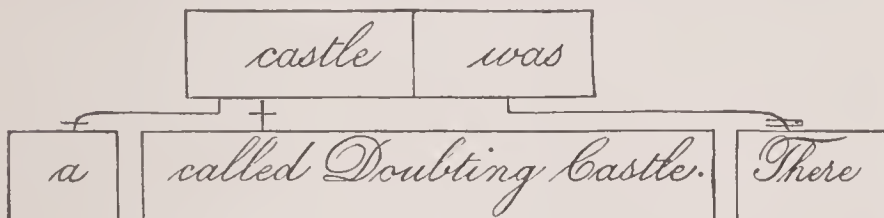


70. Analyze *His father said, Right, my son.*
71. Analyze *His father heard him cry.*
72. Analyze and parse *Diogenes saw a youth blush, and said to him, Right, my son; that is virtue's proper hue.*
73. Analyze *A bird in the hand is worth two in the bush.*
74. Analyze *To laugh is better than cry, any day.*
75. Analyze *To study without pen in hand is to dream.*
76. Analyze *Make hay while the sun shines.*
77. Analyze *Look at nature without the spectacles of books.*
78. Analyze *Good eyes are better than glasses.*



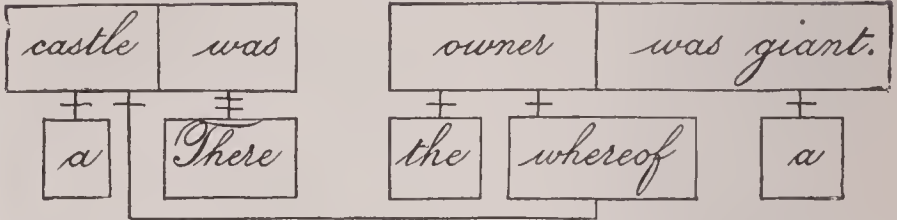
79. Analyze *"Know thyself" was inscribed on the temple at Delphi.*
80. Analyze *Love thyself last.*
81. Analyze *If thou seest aught amiss in another, mend it in thyself.*

82. Write a sentence with an intransitive verb about the ship in the picture.
83. Write a sentence with three adjectives describing the sea.
84. Write an address to the ship.
85. Write a sentence with two ordinal numbers suggested by the picture.
86. Analyze *Speak truth*.
87. Parse *Flatter no man*.
88. Parse *Make no comparisons*.
89. Analyze *Look before you leap*.
90. Analyze *Give not ear to tale-bearers*.
91. Analyze *There was a castle called Doubting Castle*.



92. Analyze *The owner of Doubting Castle was called Giant Despair*.
93. Analyze *Those shoes are worth a dollar*.
94. Analyze *Think no place without a witness*.
95. Analyze *Bread and butter is good*.
96. Analyze *Scorn no man's love. Love is a present for a mighty king*.
97. Analyze *Nelson said, "Kiss me, Hardy," and he died*.
98. Analyze *Fear not that which can not be avoided*.
99. Analyze *Grieve not for that which can not be recalled*.
100. Analyze *Meddle not with other men's matters*.
101. Analyze *He, getting up early, took a walk*.
102. Analyze *By great deeds show that thou canst little do, and do them not*.
103. Analyze
*Let thy mind's sweetness have his operation
Upon thy body, clothes, and habitation.*

104. Analyze *There was a castle the owner whereof was a giant.*



105. Analyze *Good thoughts are but good dreams unless they are acted.*

Run (you)

⊕

like

⊕

(to)

deer.

⊕

a

106. Parse *A rolling stone gathers no moss.*
 107. Analyze *Run like a deer.*
 108. Analyze *Do all things like a man, not sneakingly. Think the king sees thee still, for his king does.*
 109. Parse "*Who is there?*" "*William, Sir.*"
 110. Analyze "*What are you doing?*" "*Nothing.*"
 111. Analyze *The sun shineth night and day.*
 112. Analyze *It was here that we slept.*
 113. Parse *The pilgrims were gone over the Enchanted Ground.*
 114. Analyze *We saw the city which we were going to.*
 115. Analyze *Here are fields as green as any.*
 116. Write a sentence about the herd in the picture.
 117. Write a sentence about the trees in the picture.
 118. Write a sentence about the water in the picture.
 119. Analyze *The waters glide like happiness away.*
 120. Analyze *Here they saw the flowers appear.*
 121. Analyze
 Affect in all about thee cleanliness,
 That all may gladly board thee, as a flower.
 122. Analyze *Man is God's image; but a poor man is Christ's stamp to boot.*



123. Analyze *To die for one's country is sweet.*
124. Parse *He will be drowned if no one helps him.*
125. Analyze *Then with a surly voice he asked them whence they were, and what they did in his grounds.*
126. Analyze *Let us go to help him.*
127. Analyze *Read not that you may find talk.*
128. Parse *Two times one are two. Two is two times one.*
129. Analyze *Napoleon having come up, the battle began.*
130. Parse *Hope having been lost, all is lost.*
131. Analyze *Washington was equally great as a general and as a statesman.*
132. Analyze *I saw what was wanted; but, ah! too late.*
133. Parse *Art is long and life is short.*
134. Analyze *We live in thoughts, not years.*
135. Analyze *A book is what we make it to ourselves.*
136. Parse *Every change must have a cause.*
137. Parse and analyze *Now there was not far from the place where they lay a castle called Doubting Castle, the owner whereof was Giant Despair, and it was in his grounds they now were sleeping; wherefore he, getting up in the morning early, and walking up and down in his fields, caught Christian and Hopeful asleep in his grounds. Then with a grim and surly voice he bade them awake, and asked them whence they were, and what they did in his grounds. They told him they were pilgrims, and that they had lost their way. Then said the giant, You have this night trespassed on me by trampling and lying on my ground, and therefore you must go along with me.*
138. Parse and analyze *Now I saw in my dream that by this time the pilgrims were got over the Enchanted Ground; and entering into the country of Beulah, whose air was very sweet and pleasant, the way lying directly through it, they solaced them there for a season. Yea, here they heard continually the singing of birds, and saw every day the flowers appear in the earth, and heard the voice of the turtle in the land. In this country the sun shineth night and day; wherefore it was beyond the Valley of the Shadow of Death, and also out of the reach of Giant Despair; neither could they from this place so much as see Doubting Castle. Here they were in sight of the city they were going to; also here met them some of the inhabitants thereof, for in this land the Shining Ones commonly walked, because it was upon the borders of Heaven.*

139. Analyze *Courtesy costs nothing.*
140. Analyze *Some have entertained angels unawares.*
141. Analyze *Angels' visits are few and far between.*
142. Parse *Coming events cast their shadows before.*
143. Analyze and parse *Sir Isaac Newton drew close to the grate in which a fire had just been kindled. By-and-by it grew very hot. He rang the bell. The servant came. "Take away the grate," said the philosopher, "before I am burned to death." "Had you not better draw back your chair, sir," said John, waggishly. "Upon my word," said Sir Isaac, laughing, "I had not thought of that."*
144. Analyze *It is vain to try to keep a secret from one who has a right to know it.*
145. Analyze *Fool not; for all may have,
If they dare try, a glorious life or grave.*
146. Analyze *Nelson said, Before this time to-morrow I shall have gained a peerage or Westminster Abbey.*
147. Analyze and parse
*Lives of great men all remind us
 We can make our lives sublime,
 And, departing, leave behind us
 Footprints on the sands of time;
 Footprints, that perhaps another,
 Sailing o'er life's solemn main,
 A forlorn and shipwrecked brother
 Seeing, shall take heart again.
 Let us, then, be up and doing,
 With a heart for any fate;
 Still achieving, still pursuing,
 Learn to labor and to wait.*
- 148 Analyze and parse
*My life is like the prints which feet
 Have left on Tampa's desert strand;
 Soon as the rising tide shall beat,
 All trace will vanish from the sand,
 Yet, as if grieving to efface
 All vestige of the human race,
 On that lone shore loud moans the sea
 But none, alas! shall mourn for me.*

THE END.

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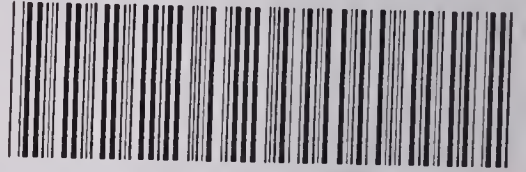
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